DOCUMENT RESUME

ED 426 200 CE 077 653

TITLE	Agriculture and the Future. National Workplace Literacy Program. Final Evaluation Report.
INSTITUTION	Yakima Valley Opportunities Industrialization Center, WA.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1998-00-00
NOTE	163p.
CONTRACT	V198A40211-95
PUB TYPE	Guides - Classroom - Teacher (052) -- Reports - Evaluative (142)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; Basic Skills; Cooperative Programs; Curriculum Development; *Education Work Relationship; *English (Second Language); *Entry Workers; *Food Processing Occupations; Job Skills; On the Job Training; Outcomes of Education; *Program Effectiveness; Program Evaluation; School Business Relationship; Second Language Instruction; Skill Development; *Workplace Literacy
IDENTIFIERS	Opportunities Industrialization Centers; Yakima Valley

ABSTRACT

This document consists of an evaluation report and a curriculum guide from a National Workplace Literacy project designed to demonstrate the process and effects of literacy classes held in work environments through the Yakima Valley (Washington) Opportunities Industrialization Center. The report notes the following results: (1) of 1,976 workers indicating interest in the project, 1,050 registered for classes, 127 workers had limited participation in the classes, and 88 participated fully; (2) given 40 hours of instruction, participants gained in job enhancement, completion of educational goals, and acquiring transferrable communication skills; (3) business and industry partners found it difficult to sustain support in seasonal and economic peak times; (4) participants' interest in education extended beyond basic literacy skills; and (5) the effects of workplace literacy extended into other aspects of participants' lives. Appended to the evaluation are competency tests and data collection forms. The curriculum guide begins with the following: the development process, an introduction to the agriculture industry in Yakima Valley, program factors, program development, definitions, information about the sequencing of instructional units, and the task analysis process. The remainder of the guide includes lesson plans for English as a second language levels A and B. For each competency area, the following are provided: state competencies addressed, hours of instruction, instructional objectives, materials/methods, grammar focus, learning activities, assessment, and tests and worksheets. The final section addresses writing assessment. (KC)

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Agriculture and the Future
National Workplace Literacy Program

Final Evaluation Report

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YAKIMA VALLEY

OPPORTUNITIES
INDUSTRIALIZATION
CENTER

Henry Beauchamp
Executive Director

May 18, 1998

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RE: V198A40211-95

Dear Ms. Hill:

Enclosed please find an original and two copies of our final evaluation report with all associated documents for our National Workplace Literacy Program, *Agriculture and the Future.*

Please do not hesitate to contact me at (509) 839-2717 if you have any problems with or questions about these documents or need further information to close out this contract. As you know, it has been a great pleasure for all of us here at Yakima Valley Opportunities Industrialization Center to work with you to benefit the learners in our National Workplace Literacy Program, *Agriculture and the Future.* It is my sincere hope that we will have the opportunity to work together on other such successful efforts again in the future.

Thank you again for all your support.

Sincerely,

Amelia

Amelia M. Garza
Director

cc: Henry Beauchamp
Mulugeta Beyene

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Ag/Future
Work Place literacy
Program Abstract

The US Department of Education, Office of Adult Literacy funded a three year study to demonstrate the process and effects of literacy classes held in work environments. This proposal was prepared by the Yakima Valley Opportunities Industrialization Center (YVOIC) of Yakima, Washington. The focus was on developing literacy skills among entry level workers in food processing plants.

1976 workers indicated interest in the project. Of these 1050 registered for classes. Classes were held in five processing plants immediately prior to or after shift changes. 82% of the participants were Spanish dominant. The remainder were Asian language and English dominant. A generic curriculum was developed using the Washington State competencies and expanded to include specific communication skills at each site. as determined by site specific job analysis.

The results were:

- given 40 hours of instruction, participants gain in job enhancement, completion of educational goals, and acquiring transferable communication skills.
- business/industry partners find it difficult to sustain support in seasonal and economic peak times.
- Participants have education interest which extend beyond basic literacy skills.
- the effects of work Place literacy extend into other aspects of participant lives.

The Ag/Future project was completed with 1052 participants, of whom 127 had limited participation and 88 full participation. The curriculum and evaluation report were prepared for dissemination.

1. Background

Agriculture and the Future (Ag/Future) program was funded by the United States Department of Education, Adult Literacy Section as a national demonstration project in 1994.

The Yakima Valley Opportunities Industrialization Center (YVOIC) in Yakima, Washington, was funded to develop and pilot a program to teach literacy to entry level workers in their food processing plants. The initial plan called for three agri-businesses, a union and a minority based entrepreneurship to model a collaboration effort to enhance employee skills for entering and/or upgrading employment.

The YVOIC project was developed on the premise that:

- Employees require literacy skills in an industry which has traditionally utilized entry level workers and within which job retention and promotion is road blocked through inadequate literacy and job skills.
- Agri-business, confronted with new technology and increased demands on production and quality control, lacks an adequate labor force. The Ag/Future model was developed to include:

    1. A workforce skills curriculum and methodology which could be adapted for use across work settings in food processing.
    2. Securing cooperation and involvement of employers who would provide space, time, and policy level support to encourage worker participation.
    3. Support and training for workers desiring to upgrade career goals, achieve functional literacy skills, and further their education.

The Ag/Future project was implemented at five industrial sites. Of the 1976 workers displaying initial interest, 1050 registered for classes. Instruction was conducted in facilities provided by the partner companies and consisted of 16 week modules called ESL levels. The curriculum was developed by staff and was designed to meet Washington State competencies with adaptations to each work

site. The evaluation data which follows was prepared by the third party evaluator.

2. Goals and Objectives

The project focused on the process of developing the curriculum and piloting a work site delivery system. These goals and objectives were:

Goal 1 **To develop a curriculum which incorporates the nomenclature and materials of the work place and which is applicable across a broad spectrum of agriculture and related industries.**

- Objective 1.1 To identify work place literacy skills
- Objective 1.2 To identify appropriate methodology and material for inclusion in the curriculum
- Objective 1.3 To field test the curriculum in four locations in Washington State
- Objective 1.4 To prepare a model curriculum for dissemination in the final year of the project

Goal 2 **To develop and field test a training model to include definition of employer and employees roles and responsibilities related in an in-house literacy program.**

- Objective 2.1 To bring the employer and union partners together to review and validate the processes under development.
- Objective 2.2 To define employer and union responsibilities visa versa recruitment and support of participating

workers, provision for instructional support in terms of space, equipment, access to work areas and staff

Objective 2.3 To implement a program in three sites within the second year of operation.

Goal 3 To identify and train 300 workers over the life of the project

Objective 3.1 Recruitment program will be developed for each work site

Objective 3.2 Each of 300 participating employees shall demonstrate attainment of one educational goal during the life of the project.

Objective 3.3 50% of the participants will successfully complete the course of study with twelve months of enrollment.

Objective 3.4 Each employer will demonstrate improved status of participating employer through salary enhancements, promotion and/or upgraded employment.

Objective 3.5 Two employees will complete the entrepreneur course and have a business plan on file.

Goal 4 The project curriculum and evaluation results will be disseminated regionally and nationally.

Objective 4.1 The final report and curriculum will be prepared in a format for dissemination as a replication manual

Objective 4.2 Presentation will be made to conference and associations.

3. Evaluation Work Plan

The evaluation design was revised and updated each year of the project. The major tasks assumed by the external evaluator included:

1. Development of the evaluation design
2. Cooperation with and assist in the national evaluation
3. Conducting and/or overseeing the process and product data collection
4. Preparing data analysis and reports
5. Monitoring on-site introduction to ensure continuity of instruction across the site
6. Assisting in preparation of final report

In the first year of the project (1994-95), the evaluator focused on establishing auditable files, monitoring staff selection processes, reviewing agreements with partner companies, training staff in data collection procedures.

In the second and third year of the project (1995 through 1997), the evaluator visited sites, developed and field tested competency tests and oversaw data collection.

The selection of Ag/Future as a national demonstration project created a series of tasks and issues to be addressed by the evaluator. In the initial stages, considerable effort was expended on clarifying the tasks and timelines established by Mathematica, the contractor for the national evaluation. Required testing processes, timelines and materials were added which caused considerable stress on staff, partners and ultimately the evaluator. However, the project continued with its primary mission and completed all required tasks, including meeting the Mathematica constraints.

Evaluation Design For Process Evaluation

As a national demonstration project, there was a requirement for a replicable product to be used in dissemination efforts. Much of the on-going process evaluation focused on the problems and issues related to the completion of this task.

Process Evaluation

Tasks	Year 1	Year 2	Year 3
Implementation Processes	X		
Staffing	X	X	X
Contracting (Eval, Curr Prep)	X	X	X
Site Monitoring	X	X	X
Training of Staff	X	X	X
Partner Council/Relations	X	X	X
Competency Test Construction & Field Test		X	X

The process, while occasionally disrupted by unforeseen events, went smoothly and yielded a functional curriculum guide and teachers manual.

Likewise, the competency tests proved to be functional in both determining needs and measuring attainment.

Client Profile

The original design called for the identification and recruitment of 300 workers in Food Processing industries in Washington State. As the Mathematica contract came into focus, the recruitment standards were changed to 300 workers randomly selected from a pool of at least 600 workers and these recruited at specified intervals for the duration of the project. This later requirement seriously impacted the instructor time and continuity of instruction. At the conclusion of the project, data reviews revealed a total of 1976 employees recruited to secure the required 300 participants. The anticipated members of hours for instruction were reduced due to 1) staff time

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reassigned to on-going recruitment and 2) impact of the national evaluation design which forced a delay up to 8 weeks after recruitment.

In analyzing participant data, the following profile emerged:

Chart I

Participant Profile

Total Number Recruited	1976
Total Number Participating	1050
Total Number Limited participation	127
Total Number Participating 40 Hours Instruction Or More	88
Language Dominance	
English Dominant	137
Spanish Dominant	838
Other	75
Age Range	
18-21	46
22-29	350
30-39	474
40-49	141
50 and Over	39
Male	819 (78%)
Female	231 (22%)
Education Level	
Elementary School	490
Completed High School	92
Post High School	7
Undetermined	471

The participants were primarily Spanish dominant, entry level workers. Literacy levels were low in both languages. The ethnicity (Chart II) profile reflects the Spanish dominance. The interest of participants as shown by program selection emphasizes the basic education and ESL needs.

CHART II

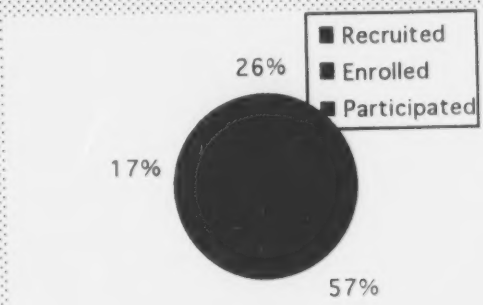
Ethnicity Data of Enrollees
By Sub Group & Program

Enrolled (Prog. Type)	White (Non Hispanic)	Black	Hispanic	American	Asian
Basic Ed	87	4	456	0	5
GED	16	2	74	6	4
ESL	—	1	1312	4	5
N=1976	103	7	1842	10	14

The recruiting process was on-going. As will be noted in later statements by staff, recruitment and collection of intake data required inordinate paper work. The national evaluation design called for "delayed entry" groups for comparison purposes. Few recruited workers were interested in waiting for instruction to start. Thus, recruiting was a major, on-going process.

Chart III

Numbers of Recruits Required To Meet Program Participant Numbers



In surveying workers, the original intent for participation (Chart III) revealed a high interest in simply learning English and subsequently qualifying for better pay and promotion.

Chart IV

Stated Motivation For Participation
In-Take Data

	Percent
To Learn English	87%
To Qualify For A Better Job	54%
To Gain A Pay Raise	29%
To Help In Home & With Family	12%
To Work Towards Citizenship	12%
To Complete A GED (Enhance Ed)	12%
To Talk With Supervisors & Fellow Employees	9%

The program design and resulting curriculum focused on the work place. However, class dialogues often included a wider range of interests reflecting the transferability of the skills being taught.

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Partner/Business Profile

The initial set of participating employers represented three geographic areas and varying production processes.

Broetje Orchards - Orchard, fruit processing and shipping
16,000 acres of primarily applies with in-house production, processing and sales

Washington Beef - Slaughter plant and meat processing

Lamb-Weston - Teamsters Union - Potato processing

Each partner expressed a unique purpose in participating. The stated reasons were worker welfare and upgrading work performance (Broetje), reduced employee turnover (Washington Beef), and improved workers status in cooperation with plant management (Lamb-Weston).

The partners were to meet as a council to review the project and offer counsel on implementation processes. However, there was no interest in this activity and such meetings were not attended. Two companies sent mid-management personnel to conferences at least once.

Two companies shut down access to facilities during the second year and terminated the partner relationship. The official reasons varied, but essentially the concept of literacy did not meet the expectations nor the current priorities of company policy. Some issues which arose and may have influenced the decision - unionizing activities, irregular shifts and changed schedules, refusal of project staff to respond to specific company needs (e.g., orienting new employees in a bilingual format), etc.

Later partners included:

Iowa Beef - Beef processing
J.R. Simplot - Potato processing

It should be noted that the shifting of the WPL classes to new locations seriously impacted the statistical study of number of hours in relation to degree of attainment. However, OIC management carried out the study in keeping with their commitment to the US Department of Education, Adult Literacy Division.

It became apparent that literacy and other training programs not directly related to job training skills could be changed or deleted with little notice perhaps due to the changing priorities of the company. Food processing industries appeared to be susceptible to rapid change due to the need to respond to seasons, weather, and market conditions.

Staffing

The staff was hired with a high preference for bilingual capabilities. ESL teaching experience was essential. As the project developed, several preferred characteristics began to emerge:

- Ability to adjust to unusual, sometimes irregular teaching environments
- Willingness to work with evolving curriculum
- Accepting irregular attendance of participants
- Adapting to a fairly isolated, self scheduling work regime.

Teaching areas were provided by the partner companies. These included a corner of a busy cafeteria, less than pleasant odors and various degrees of cleanliness, and/or limited privacy and security for materials. The staff were normally considered a non-essential addition to the plants. Processing plants traditionally had no training rooms and it was necessary to create work areas for literacy classes. Newer buildings were designed for class type instruction (Iowa Beef and Simplot are examples).

The staff had to adapt to unusual work hours in that many plant operated several shifts. Therefore, classes being held immediately before and after shifts might be scheduled at eight hours intervals.

4. Evaluation Issues

Establishing a literacy program within a food processing plant posed interesting problems, some of which impacted the original design. Beyond the planned implementation, the inclusion of the OIC project in the national evaluation process dramatically affected both project objectives and the evaluation design.

Nature of Migrancy and Farm Labor

Those who would serve the workers in agriculture and related industries must recognize and plan for an unskilled work force often limited English speaking and mobile as they follow the crops. In the Yakima Valley and south, such workers are mainly Hispanic. The work ethic is strong, but job opportunities limited. Turnover is high as workers seek jobs which could potentially lead to full time employment.

The Work Place Literacy program, Ag-Future, was designed to accommodate this population. The curriculum and instruction focused on transferable skills as well as in-plant specific skills. Instruction was disrupted by changed of shifts, required over time during peak production and the previously mentioned vacillating interest by company management.

Those potential participants displaying interest during recruitment did not yield the numbers of actual participants as projected. This was attributed to interest in citizenship classes and preparation for drivers licenses, for example, which were outside the purview of the project. Another factor impacting participation was the increased level of Immigration and Naturalization Service (INS) site visits. Whether citizens or not, the visits or rumors of visits resulted in decreased attendance reflecting the fear of governmental indiscriminate detainment of Hispanic workers. It must be noted that the Ag-Future project in-take included the recording of a social security number as a check on legal status, so the participants appeared to be reacting beyond simple concern and anxiety.

Company Policy and Practices

When the Ag/Future project was written, partners committed to collaboration. However, two key issues arose to negatively impact implementation.

First, during the tasks analysis phase, the Ag-Future staff gathered forms, interviewed supervisors and managers and prepared lessons. Company policy often precluded use of needed materials. For example, the completion of an accident report was perceived by the staff as an excellent product for vocabulary and written expression. However, the company accident report in one location was held to be a confidential, in-house document so a generic form was developed. Supervisors were not regularly accessible, which delayed the task analysis process. In one plant, no visitors were allowed "on the floor" to observe processes and identify functional vocabulary. If the WPL project is replicated such issues must be clearly understood before attempting to adapt the generic curriculum to a specific plant..

Secondly, of particular concern was the lack of response in soliciting end of project data on participant job enhancements. The case study interviews were used to secure representative data.

Curriculum Development

As the task analysis for each site was completed in the first year, the staff began to prepare first the generic curriculum and then the site specific adaptation. The teaching staff was not trained nor experienced in curriculum development. Near the end of the first funding year, a curriculum specialist was contacted to work with the staff and then to put the curriculum into a common format. Work sessions were held at which the staff detailed their needs and their adaptations of plans and materials. By the end of year two, the draft curriculum was in place.

The role of the curriculum specialist was essential to the quality of the final product and might well have been included in the original design.

Data Collection

The evaluation design called for a systematic gathering of data. When the national evaluation was imposed considerable emphasis was placed on the use of the CASAS test, pre and post at regular intervals. In the opinion of the evaluator, the CASAS data was not reflective of the attainment measured through the project developed data (competency tests, writing tests and case studies) and in fact created a negative impact on classroom time.

The evaluation which follows is supported by the local evaluation process. CASAS data is included pro forma, but is questionable in value.

Impact of the National Evaluation Design and Mathematica Implementation Practices.

The Ag/Future was selected as a participant in the national demonstration Mathematica focus evaluation. OIC, in keeping with its pre-stated agreement (see RFP and original application) agreed to participate. At the time of negotiation OIC's participation in the national evaluation, the process and potential impacts were not revealed by Mathematica, nor was input solicited from the local staff. As the process was introduced, the national effort was found to have a major impact on the local evaluation design for the following reasons:

1. The proposed NWLIS (computerized database) package was never completed, but in the two years of attempts to collect and transmit data, recruiting and completing paper work, and plus attempting to meet changing procedures, staff morale was negatively affected.

2. The decision to use the CASAS test materials was seriously questioned by OIC and the local evaluator. Previous projects requiring data on reading skills had shown entry level non-English speakers to have serious difficulty in the

test format and the style of language and terminology used in the CASAS. However, the test was given as required.

3. Perhaps the greatest impact was on the availability of participants for instruction after meeting the Mathematica constraints. The problems related to selecting participants into two groups; immediate service and delayed service. OIC had noted in the original application that this was a high mobility group. Turn over in the food processing industries was historically high. Thus, by requiring some recruits to wait six to eight weeks to begin instruction resulted in a significant lessening of those actually attending classes.

4. The Mathematica staff at several points impinged on the instructional staff through phone calls and, in one occasion, a field visit where questionable interaction occurred.

5. Partners were displeased with the delayed group approach in that it violated the original agreement and format. This ultimately led to a change in partners which was a serious problem in program continuity.

This evaluation report will focus on the data collected for the local evaluation. As noted in quarterly and annual reports, the project goals and objectives were modified in an attempt to salvage the data required to prove the project hypothesis. Mathematica data (e.g., CASAS testing, interviews, and surveys) are not reported. The project has received no feedback nor reports to use for local evaluation purposes.

5. Evaluation Design

The basic premise of the Ag/Future program was that an empowered citizen is one who has the communication and work skills necessary to become self-sufficient and therefore not reliant upon community services for economic nor personal welfare.

Hypothesis

Therefore, the Ag/Future hypothesis is that given adequate support and quality training, literacy training in the work place can significantly impact both the ability of the participant to communicate and to enhance employment and wage rates.

The testing program was developed as follows:

Pre-Program Assessment	Assessment - Job Application LAS Test *CASAS Indicator
Level I - Pre Test	5 Competency Tests (Blue) Writing Assessment *CASAS 27A
Level I - Post Test	5 Pre/Post Competency Tests (Pink) ROI (White) Writing Assessment *CASAS 27B
Level II - Pre Test	5 Pre/Post Competency Tests (Yellow) Writing Assessment *CASAS R28A*
Level II - Post Test	5 Post Test Competency Tests (Green) ROI (White) Writing Assessment

CASAS R28B

* limited to selected classes in year two and three

The tests listed above were utilized in year 1 and 2 as base line assessments. The writing assessment process was curtailed to reduce impact on staff time.

Points Of Measurement

The curriculum was developed in 16 week segments. A participant might repeat any segment until able to pass the competency post test. Testing intervals were as follows:

Entry Level

LAS Test - Given upon entry to establish level of fluency in English

CASAS Indicator - Given upon entry to establish English literacy for further CASAS testing

Competency Assessment - An entry test consisting of completing a simplified job application to determine level of reading and writing in English competency testing.

Level I Testing

Competency tests - pre/post
Writing assessment - post test only
CASAS 22A(pre) and 27B (post)

Level II Testing

Competency test - pre/post
Writing assessment - post test only
CASAS R28A (pre) and R28B (post)

With the open entry/open exit structure all test results were measured against level of English/Spanish competency and hours of instruction.

6. Competency Testing - Field Testing

A major task of the WPL project was to develop and field test compatibility skills which would measure participant ability to handle job related communications in English. The tests were prepared, field tested and used in a pre/post mode.

The tests (see appendix) are comprised of:

- Pre Program Assessment (for placement revisions)
- Pre Test for Level A ESL (entry level ESL)
- Post Test for Level A ESL
- The same Post Test serves as a Pre test for Level B ESL (intermediate ESL)
- Post Test for Level B

An additional measure was used to solicit participant attitudes toward their job, personal goals, and aspirations. This survey is known as the Return On Investment (ROI).

The competency tests were constructed to reflect:

1. Development of English vocabulary essential to success in the work place
2. Specific competency areas, described by management and supervisors as foundation concepts for employment
3. The progression of assimilating English communication in reading, listening, writing and speaking

Participants were scheduled for two sixteen week instructional periods with approximately 50 hours in each time block. Therefore, the competencies and related communication skills were structured in two levels: A and B.

Field Test Process For Validating Competency Tests

In January through April 1996, 47 tests were administered pre/post to the treatment group known as "Selected Group." The term selected group was related to the designation given by Mathematics

Corp., national evaluation contractors. In February through May, 1996 the second or "delayed group" were given the same tests with 39 individuals participating.

The test included 18 items in each set. The data was reported in the number correct out of 18.

Chart V
Field Test of Competency Tests

	Pre Test	Post Test
Selected Group (47)	8.7/18	15.5/18
Delayed Group (39)	8.6/18	16 / 18
Zero scores	14	0
Range	0-16	11-18

An item analysis was completed to determine 1) the relation of participant knowledge to the knowledge of work place English and 2) the function of the tests items in reflecting functional levels of English. As a result of the field test, the tests were revised and put into use in year three.

Defining Competency Testing for Work Place Literacy

The Testing was utilized to:

1. Determine the required level of ESL for initial instruction

2. Determine progress and mid course placement

3. Access participant attitudes

4. Provide a basis for modifying the lessons and/or curriculum

The concept of literacy encompassed oral English, reading, writing, and listening. Within the food processing industry, many of the

entry level jobs were taken by non-English speakers, thus ESL was the tool for introductory literacy classes.

The Work Place Literacy Program as a national demonstration project postulated three levels of ESL as required for enhanced competency.

Placement for Instruction

Level I. Initial ESL Instruction

- Initial instruction orally
- Word recognition
- Basic work place dialogues
- Familiarity with ESL techniques (oral repetition)
- Dialogues, translations, use of worksheets

Level II. Functional ESL Instruction

- Increased emphasis on sentence construction, question and answer dialogues, giving and receiving instruction
- Written responses

Level III. Advanced ESL

- Participants at this level were encouraged to enroll in a local GED program, specifically focused on persons in language transition.

Portfolios

Although not a required part of the testing program, portfolio methodology was used by the instructors. Standards were set for "best", "most creative", "most improved". Work by participants and individual samples of work were placed on file. Both the instructor and the student had access to the portfolio and the collection provided the basis for conferencing and the development of individual goals. The participants with a goal of finishing a GED or diploma, used the portfolio as a reference point when applying for entry in GED program.

7. Writing Assessment

Writing was initially planned as a key element of the Work Place Literacy Program. The impact of paperwork related to on-going recruitment caused a re-assessment of staff time and writing assessment was modified to be limited to 93 participants in years two and three

Each lesson included some writing whether through dictation exercises, daily logs or as part of a work sheet assignment. The development of writing skills varied within a given class in that participants were not equally fluent nor literate in their own written language. The writing assessments were made part of the regular program. The intent was to systematically measure growth and identify needs in relation to the skill of producing written work.

Selected classes assigned a writing assignment within the first two weeks of a session utilizing one of the prompts below. Another assignment was given during the final two weeks of class for each level. The written products were scored and placed in the portfolio for later use by the participant, instructor and evaluator.

Prompt 1 (Descriptive)

Most people can remember the village or city where they were born or raised. Describe your favorite village or city.

Prompt 2 (Explanatory)

Learning to read or write is important because it can result in a better job. Explain why you are taking classes.

Prompt 3 (Narrative)

Most people have wanted something very badly. They don't always get what they want. Tell about a dream of yours and tell what happened.

Prompt 4 (Persuasive)

Many young people are becoming involved with gangs. They seem to be unhappy with school and home. What would you say to a young person to convince them to change their ways?

The 5 Point Analysis Scale
For Writing Assessment

*Interwest Research
Beaverton, Oregon Schools

Scoring was usually done by a team of two readers, reading each paper independently. The scoring was adjusted towards a common, agreed upon score through interaction of the reading team. A score sheet using a five point scale, was provided to the readers. The resulting data was provided back to the student to identify best characteristics of writing as well as pointing out areas of need for improvement.

		1 2 3 4 5
1.	Ideas & Content - Purpose - Clarity - Conveys ideas - Uses examples	_____
2.	Organization - Assists understanding - Has a central theme or idea - Has pattern	_____
3.	Voice - Reflects writer feelings - Engages the reader - Gets to the point	_____
4.	Word Choice - Selects words which are natural and interesting - Full and rich word usage - Limited repetition	_____
5.	Sentence Structure - Easily read - Has rhythm - Strong sentence structure	_____

6. Writing Conventions _____
- Uses standard grammar, punctuation, spelling, etc.
- Few glaring errors

8. Evaluation Results

Goal 1. Curriculum Development

The curriculum development went through four phases; 1) identification of required elements, 2) development of curriculum elements as related to the specific job and plant (see Job Analysis section of the curriculum manual), 3) preparation and field test of lessons, and 4) full implementation.

The curriculum was developed by the staff, assisted by a curriculum specialist. The field test copies and final draft were completed by the curriculum specialist.

The staff met weekly in year 1 and on alternate weeks in year 2 and 3 with a significant segment of time focused on lessons, materials, and methodology.

The objectives as described under goal 1 were fully met. The final curriculum is on file and available for dissemination.

Goal 2. Develop & Field Test The Work Place Literacy Training Model

The objectives established for goal 2 were modified as the Ag-Future project evolved.

The partners, while providing advertising, instructional space, and some limited access to management and supervisors, did not demonstrate a willingness to become involved with the project. It was acknowledged that major issues for the companies included the impact of production schedules, labor/management issues, and the concern over the perceived changes in the WPL recruitment and implementation processes. Thus, the partners never met as a group to oversee and validate the project. Two companies sent representatives to conferences in Milwaukee, Wiscousin.

The job analysis process was well done in the development stages, but systematic follow up planned for curriculum updates was

hampered by 1) limited access to work areas by company policy and 2) addition of new sites.

The program was implemented in the original three sites, and over the course of the project two sites requested termination and were replaced by two other sites. One site, Washington Beef in Toppenish, WA, remained active through the three years.

Goal 3. Identify and Train 300 Workers

As noted in the foregoing, to secure 300 workers for the minimum 40 hours of instruction (fully qualified) required 1976 recruits. The original plan developed with employers was to recruit 600 employees from which continuity would be attained for 50% and thus meet the project goal of 300 participants. However, as the national evaluation design was implemented, the recruitment changed to selecting a group for immediate instruction and delaying a comparable group for several weeks before initiating instruction. Of the computer selected delayed group, only 14% of those interested actually participated. One plant, JR Simplot, signed on late in the project and had no completers. One impact of the limited participation through a selected delayed group was fewer hours of actual instruction, 150 workers actually registered and began instruction with 127 receiving 10 to 39 hours of instruction and 88 receiving 40 hours or more of instruction. The goal of 300 participants was thus achieved. The limitations of hours of instruction caused fewer numbers to attain an educational goal.

The curriculum was prepared in 16 week segments, each representing 64 hours of instruction. The data analysis will show great variances in hours of instruction between sites. Thus "completion of the course of study" was redefined in terms of completion of 16 week segments.

Employee status in terms of salary, promotion and/or upgraded employment was addressed through in-depth case study interviews. Employers would not allow access to records and so employee contacts were used.

The proposed entrepreneur training was dropped after year one in that it neither satisfied the intent of project management, nor US Office of Adult Literacy mandates.

The first year of the WPL project was focused on analyzing the work place and developing a functional, workplace related curriculum. Three sites were operational at this stage. An initial recruitment was initiated at each site to determine recruitment strategies and numbers of interested employees. From the initial experience, October 1995 through August 1996, the following data was generated.

CHART VI

1995 Initial Stage Data
By Site

	N Recruited	M/F	Median Age	Span Dom	Eng Dom
Washington Beef	45	22/17	29yr 6mo	45	0
Broetje Orchard	88	91/49	28yr	88	0
Lamb-Weston	74	39/35	31yr 9mo	65	0
	207				

The initial group of participants were surveyed as to their interests in subjects to be taught. The subject areas of interest, in rank order, were:

CHART VII
Participant Interest Upon Entry
Duplicated count

• Basic English (ESL Level I)	161
• Citizenship History	71
• Intermediate English	45
• GED Preparation	38
• Mathematics	26
• Other	23

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The instructors began to develop lessons in these subject areas as space was made available in the plants. During this period, the project was selected as a national demonstration site and USDE required the instructional focus to be on communication skills, eliminating the citizenship/history classes.

By June of 1995, mid way through the first year, partner companies began to show dissatisfaction with the WPL focus. The companies had sought help in interpreting, translation of materials, assistance in orienting new employees. Thus by winter of 1995, two partners left the project before the draft curriculum was in place. As new partners were identified, the dialogue between partner staff and LPL staff was more appropriate to the intent and potential outcomes. The data which follows summarizes outcome data collected from three sites, Washington Beef, IBP (Iowa Beef), and JR Simplot. The late addition of JR Simplot did not result in substantial data due to limited days (instructional periods).

Outcome Measures

The project surveyed currently enrolled participants twice a year to summarize attainments. This data was provided to USDE, Adult Literacy Office as the "semi annual performance report". This data, when related to level of participation, (hours of instruction) is quite revealing.

Some 88 fully participating individuals accounted for 4503 contact hours. The 127 limited participation individuals accounted for 3904 hours. The remaining 2739 hours were accumulated by the remaining 383 participants. The data which follows uses the designations of **Recruited, Non-Participating** (signed up for classes but attended only one to nine times or not at all), **Limited Participation** (10 to 39 class sessions), and **Fully Participating** (40 or more class sessions).

In terms of attainment, the results follow the basic premise of the project that those participating in literacy programs in the work place will reach educational and career goals. Chart V displays the attainment records of those who registered for class. The data is

taken from exit interviews and class records. The high and rapid turnover may have affected the continuity and therefore the validity of the data. However, the primary point of the value of contact/instructional hours and related success on the job is well supported.

CHART VIII

Attainment Of Goals
By Level of Participation

	Completed Level I ESL	Completed Level II ESL	Attained GED	Promoted
0-9 Hour Participants	0	0	0	2
10-39 Hour Participants	28	4	1	6
40 Plus Hour Participants	43	21	13	18

It is acknowledged that the number reported reflected data from those participating at time of data collection. Employee turnover is high which exacerbated the data collection efforts. The nature of migrancy and the food processing industry results in a high turnover. Also contributing to the difficulty in obtaining data is the effect of seasonal highs and lows of the industry. Given those realities, it may be stated that entry level workers in the food processing industries in Washington State may make significant gains towards personal goals when provided opportunities to upgrade literacy skills in the work place.

The general disparity between male and female participants selecting to work on literacy as a personal goal is reflective of the gender distribution within the particular plant. There were more female workers in apple packing and more male workers on the beef processing lines. This study did not differentiate roles by gender. All data is combined.

Work Place participants completed 11,146 hours of instruction with an average of 11.29 hours per participant. In examining the data by

site as seen in chart V, it will be noted Washington Beef which was the one continuing site accumulated more contact hours as well as numbers of participants. It is interesting to note average hours of instruction per participant which would be presumed to yield significant results. However, in examining the data in Chart VI, it is apparent that other factors beyond contact hours affected outcomes. Combining minimum and fully participating numbers in chart VI shows that Washington Beef continued to be successful in attracting and retaining participants and the IBP generated successful outcomes with fewer contact hours.

CHART IX

Work Place Participants & Hours Of Instruction
Total By Non-Duplicated Count

	Participants	Contract Hours	X Contact
Broetje Orchard	111	2723	9.28
Lamb-Weston/Teamsters	168	3118.5	19.74
Washington Beef	387	6982.5	15.46
Iowa Beef (IBP)	203	609	3.04
JR Simplot	16	20	1.25
	945	11146	11.29 hr

CHART X

Work Place Participants
By Site And Hours Of Instruction

	0-9 Non Participant	10-39 Minimum Participant	40 Plus Fully Participant
Broetje Orchard	83	16	12
Lamb-Weston/Teamsters	159	9	0
Washington Beef	321	22	44

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Iowa Beef (IBP)	98	73	32
JR Simplot	9	7	0

It must be noted that IBP has had previous experience with on site training. The training officer was eager to become involved and participants also demonstrated enthusiasm for the literacy classes. The IBP experience suggests that once WPL type training is introduced and becomes part of the company culture, that recruitment and participation are developed more rapidly.

In examining attainment, the USDE, Department of Adult Literacy format served as a functional display (see chart VI). 134 participants attained success related goals. Thus, of the 885 participants 15% were said to have achieved significant goals. When the element of contact hours was factored in those participants with minimum and full participation (N=88) then participants gained an average 1.5 goals each. This data reinforces the basic premise that contact hours with committed participants will yield significant results.

CHART XI

Participant Attainment of Goals
By Site

	Comp. GED	Improved Or Job Status	Reached Career Goal	Continued Education
Broetje Orchard	6	16	11	12
Lamb-Weston/Teamster	1	4	2	7
Washington Beef	7	21	24	18
Iowa Beef (IBP)	0	1	4	2
JR Simplot	0	0	0	0
	14	42	41	39

The instructors saw their clients from a different perspective. The instructors, rather than focusing on outcomes, evaluated progress through observing behavior and attitude changes. Chart VIII displays those perceptions. Here 746 changes were noted. Taken

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together, the WPL data demonstrated those successes possible through providing literacy training in the work place.

CHART XII

Participant Improvement
By Outcome Measures
As Measured By Instructor Judgment

Basic Skills	124
Communication Skills	198
Problem Solving Skills	92
Work Productivity	89
Work Attendance	75
Self Esteem	90
GED Completion	13

Competency Test Results

The competency tests were given at the beginning and conclusion of each level of instruction. A Participant receiving instruction for more than one sixteen week session at a level was not tested until able to move into level II. The post test of level I served as the indicator for entering level II courses. The level II competency served as the indicator to encourage the participant into the local GED program.

The competency areas selected as a focus for instruction were based upon 1) The Washington State Competency Indicators (Washington Dept of Adult Literacy, 1995). and 2) A task analysis prepared in 1995 in the first phase of the project and currently used by staff in preparation of lesson plans.

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The competency areas tested were:

- Dialogues and informal oral skills
- Location and direction
- Health and safety
- Finances
- Information gathering
- Authority structure
- Transportation (including schedules)
- Personal health
- Job search and promotion skills
- Company culture (clothing, time commitments, local regulations, etc.)
- Problem solving
- Team building
- Conflict resolution

Test results were reported by score distribution reflecting the number of correct responses compared to the total of possible correct responses. The proportion score was required to be 80% or better for assignment to the next level.

Chart XIII
Competency Test Scores
Level I 1996-97 Pretest
By Site

		--- score distribution ---			
N+192	N	0-7	8-13	14-18	19-24
Broetje Orchards	63	12	17	29	5
Washington Beef	106	37	12	37	22
IBP	118	6	42	39	31
	287	55	71	105	58

*2 @ 80%

The pretest scores indicated that 21 of 287 completed the level I test at a rate of 7%.

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Chart XIV
Competency Test Scores
Level I 1996-97 Post-test
By Site

N= 242	N	0-7	8-13	12-18	19-24
Broetje Farms	12		2	5	5
Washington Beef	53	2	10	8	33
IBP	70	1	3	12	54
	135	3	15	25	92

* 88@ 80%

Post-test scores showed 65% completing the test at 80%. Attainment into the second level of instruction was heralded as an excellent outcome and the participants were rewarded with certificates.

Level II classes were structured to lead to enrollment in GED classes. As noted in Charts X and XI Level II participants were fewer in number and strikedly successful as a group.

Chart XV
Competency Test Scores
Level II 1996-97 Pre-test
By Site

N= 63	N	0-7	8-13	12-18	19-24
Broetje Orchards	13		2	10	1
Washington Beef	21		1	8	12
IBP	29		3	12	14
	63		6	30	27

*24@80%

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Chart XVI
Competency Test Scores
Level II 1996-97 Post-test
By Site

N=37	N	0-7	8-13	12-18	19-24
Broetje Orchards	4				4
Washington Beef	14			2	12
IBP	19			1	18
	37			3	34

*34@80%

It is important to emphasize that the competency tests are based on transferable skills as identified in the Washington State competencies as develped by the Community College Board. The GED completers came from this group.

CASAS testing

Although not a part of the original evaluation design, the CASAS test results were written into the local design. The national evaluation effort dictated the use of CASAS for their purposes. The third party evaluator reserved judgment on the reliability of this standardized test being administered to Limited English Proficiency (LEP) adults who would come from a rural background. The data included for analysis in this report simply recognizes the numbers of tests given and the numbers of participants who demonstrated gains. No attempt was made to analyze the significance of the results. Such analysis will be forthcoming from Mathematica, the national evaluation contractor.

Lower level tests R-27 and R-28 were given. 177 participants tested at both pre and post test. The intervals between tests varied but were basically structured around the 16 week lesson segments.

Of the 177 tested participants, 60 tested at a higher score demonstrating gains. 26 produced same scores, and 91 demonstrated lower scores at the post-test.

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Writing Assessment

71 writing assignments were completed both pre and post. The scores were reported using the 6 point analytical scale as described earlier. Two scorers read the papers and provided the following analysis: Scores were from 1. 0 low to 5.0 high

Chart XVII
Writing Assessment Scores
Pre/Post 1996-97

Concept N=71	Mean Scores pre	post
Ideas and content	1.4	1.7
Organization	2.2	2.3
Voice	2.3	2.1
Word choice	1.3	1.4
Sentence Structure	2.4	2.6

The instruction used writing as an integral part of the daily lesson. This allowed for native language skills to be utilized in written English. Expression of ideas and vocabulary are necessarily more difficult as reflected in the assessments.

The written lessons were time consuming both in preparation, individual counseling for follow-up as well recording scores. The judgment was to allow the assignments, but not require them.

Cost Benefit Analysis

The participants were asked to identify personal goals in regards to attending classes. The Return On Investment (ROI) survey revealed that employees whose early focus was to talk to other employees and their supervisor began to increasingly find English as a tool in the home and community. Most wanted stable jobs and income. Washington Beef in particular saw the WPL as an avenue to reduce turnover. Data on these effects were not available at the conclusion of the project. But as noted in the in-depth study (see Case Study 9

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section), the interviews placed equal value on job, home and community; whereas in the initial phase of the project, job and simply learning English were primary factors. There are implicit benefits for an employer with stable work force. WPL may provide some impetus for that stability.

9. Staff Perceptions

In reviewing the project, staff members placed a high value on:

- Securing business/industry as collaborating partners
- Motivating and retaining participants
- Use of company materials and work site
- The ability of the instructor to relate to the participants
- Liaison with supervisors and management

They perceived recruiting in the work place and the paperwork/testing as greatest concern.

The final review of curriculum gave good rating:

- Curriculum is functional
- Adaptable to both entering and continuing participants
- A good basic structure

The project manager in an exit interview commented:

- The greatest strengths were the staff who were willing to teach in a workplace environment which was not always pleasant nor set up for classroom instruction, and the learners who worked long hours and yet made a commitment to further their education. The relationship between Yakima Valley OIC and the partner staff (i.e., line supervisors and mid-management) will remain a positive outcome.
- The greatest problems encountered were with the national evaluation. Once registrations were sent to Mathematica and the learners selected, it was hard to keep potential participants interested when they had to wait for classes to begin. Most employees car pooled to work or husbands and wives drove

together. When only one person was selected in, and the other selected out, the transportation became a very serious problem.

- The process of curriculum development and materials selection was time consuming, but the end result was a very functional set of lessons which really reflected the communication styles of each work site. As the lessons were reviewed with mid level managers each month, the lessons became responsive to company needs and policies, another strength of the process.
- Partners at all sites were very supportive of the program. Each company provided in-kind contributions, such as classrooms, access to office equipment, assistance with paperwork, and creatively helping in recruitment. Although the program didn't fully meet the needs of the company, there was general assent that Work Place Literacy has a real function within the industry.

10. Case Studies

Background

Given the rapid drop-off of recruits in addition to the normal attrition of season farm laborers, the second year of evaluation design was modified to solicit data from a random selected subset of participants. The intent of the case study approach was to provide a differentiated account of the WPL education from a client based perspective. Thus, the conclusion in evaluation reports are based on statistical data augmented by a review of twenty-four clients who had 40 hours or more of instruction.

This case study approach was "exploratory-descriptive" methodology (Brenner, 1987). The Brenner approach attempts to examine effects on a client life with particular emphasis on the self perceived real life (WPL) context. The case studies are included in this report to:

- discover the characteristics and behavior resulting from the treatment (40+ hours of instruction) and ultimately the effects on employment and careers
- explore the underlying hypothesis that systematic education will have a beneficial affect on client life goals

The cases are presented in summary format and intended to reflect client opinions and beliefs. The information has been clustered for purposes of analysis. The summary of studies do not stand alone as an evaluation device in that 1) the individuals interviewed are evolving over time and these interviews reflect one stage of that development and 2) the observations and interviews may reflect the biases and perceptions of the interviewers and as such may reveal valuable but subjective information.

Program Effects On Selected Participants

In the third year of the Work Place Literacy Program, twenty-four former and current participants were selected for an in-depth review of their experiences. The in-depth study population were representative of each location (four sites with six participants each) and having completed at least sixty hours of training.

The interviews were conducted by trained, bilingual staff in July and August 1997. A follow-up contact was made in December 1997 to assess progress in terms of promotions, educational attainment and personal goal setting. The data combined staff records and interviews for this report.

Interviews were conducted in person outside the work environment.

	Male	Female	Total
Broetje (Orchard/Packing)	1	5	6
Iowa Beef (Meat Processing)	4	2	6
Washington Beef (Meat Processing)	4	2	6
Lamb-Weston	2	4	6
	11	13	24

Hours Of Instruction

The initial review of data from 1994-95 and 1995-96 revealed that those completing forty hours of instruction completed assignments, scored well on teacher prepared tests and in general were more

actively involved in the learning process. The potential participant pool was 187 from which the 24 in-depth participants were selected.

Program Effects

Interviewees were asked to assess their experiences in terms of work, home and the larger community.

1. Original Intent

When asked the original intent of signing up for classes, the responses were as follows:

To learn English	21
To qualify for a better job	13
To gain a pay raise	7
To help on home and with family	3
To work toward citizenship	3
To complete a GED	4
To be able to talk to my supervisor/fellow empl.	3

2. Perception of the value of the program

The program effects were summarized as:

		Major Effect	Satisfactory Experience	No Effect
a.	On the job	13	6	4
b.	In the home environment	9	10	3
c.	In the community	15	6	2

In the elaboration, the following areas were mentioned as having been effected:

a.	Able to apply for and secure a home loan	5
b.	Participated in school PTA, conferences, etc.	6
c.	Volunteered for church and school activities	4
d.	Enrolled in GED classes	9
e.	Enrolled in citizenship classes	5

The participants were asked to reflect on the WPL classes in terms of difficulty of learning.

a. The hardest to learn were:

- Speaking and pronunciation	11
- Writing	6

b. The easiest to learn were:

- Reading	10
- Speaking	5
- Writing	4
- Math	2

Primary Program Effects

Completed GED	4
Completed citizenship	4
Were promoted or received a salary increase	6
Currently in GED	3
Better communication in job	3
Giving directions	2

Other Program Effects

Completing applications and loan papers	4
Making appointment (e.g., medical)	3

Changes in Career Goals as a Result of the WPL Expenses

Became a licensed truck driver	4
Became a teacher aide	3
Became a CNA or nurse	2
Own a business	2

To achieve these goals when skills and/or training would be needed

Computer usage	9

Citizenship	5
GED/Advanced training	5
Office skills	3
Money management	2
More English (oral and written)	

In comparing the Case Study interviewee, several observations may be made. There are several significant parallels between the less complete total group data and the in-depth data.

- Participants enter the WPL program with a set of fairly limited perceptions. The ability to communicate is seen as a key to job security and enhanced job benefits (i.e., salary increases and promotion). The understanding of the WPL mission and focus is not well understood.
- Personal perceptions of career opportunities is enhanced as the level of literacy increases.
- Program effects extend beyond the job and current work site. The communication skills are applicable in the broader aspects of the participants life.
- The applicability of transferable skills to other job locations was not studied, although a strong case can be made for enhanced skills in preparing job applications, completing accident reports, basic communications with new supervisors and fellow workers, etc.

The case study data appears to strongly support the main body of data collected through the project evaluation. Therefore, the following conclusions and recommendations are made

11. Dissemination

The WPL staff made presentations throughout the community. There was also participation at the Milwaukee conferences. Radio KDNA, the Spanish language public broadcast station, was extremely helpful with regular public service announcements and several interviews with staff and participants. The contact with associations and unions related to food processes resulted in a number of inquiries as to the ultimate availability of work place literacy programs in the future.

Follow-up is planned. In March, a celebration in the form of a dinner, awards, graduation ceremony, etc. is planned. The media will be invited, and partner companies have been asked to participate in presenting awards.

12. Conclusions

1. Entry level workers in food processing industries can make significant gains toward career and educational goals given adequate numbers of hours of instruction. A minimum of 40 contact hours is seen as critical to this achievement.

2. The nature of seasonal and economic effects on labor needs impacts the probability of entry level workers maintaining a regular attendance in literacy classes. However, the accessibility of classes at the work site is seen as a positive attribute.

3. Curriculum materials derived from signs, nomenclature and printed materials in the work place enhanced the learning curve.

4. The effects of work place literacy are seen to impact participants beyond the work place. In particular, access to community services, participating in community events and activities and providing opportunities for career enhancement are affected.

5. Business/Industry partners must make commitment to space (e.g., room), time and staffing for the program to succeed. Linking participation to potential job enhancements can positively affect program success. The cost benefits to the partners is realized by longevity in employment, a developing pool of workers better able to complete written material, dialogue with supervisors and fellow workers and be available for jobs with greater responsibility.

6. Serious consideration should be given to replicate the Ag/Future project in its orginal form without the intrusion of a modified evaluation design. The high numbers of recruits identified in this pilot project seems to reflect the interest in literacy. Company managed literacy programs could meet both worker needs and satisfy requirements for orientations, negotiations and other elements as identified by the companies. Several processing associations, the Apple Growers as an example, have shown interest in exploring replication. However, while the curriculum and evaluation materials are complete, the process of recruitment to participation to goal attainment, has not had adequate examination. In the opinion of the local evaluator, the potential for impacting entry worker literacy through Work Place Literacy processes is well worth further examination.

Appendix A

Competency Tests

WORK PLACE LITERACY

Entry Level Assessment

Complete the following job application:

JOB APPLICATION

Name _____

Last First Middle Initial

Social Security number _____

Present Address _____

Street City State Zip Code

Phone Number _____

I agree to conform to the rules and regulations of the company.
I have read all of this application and the information I provided is true and accurate.

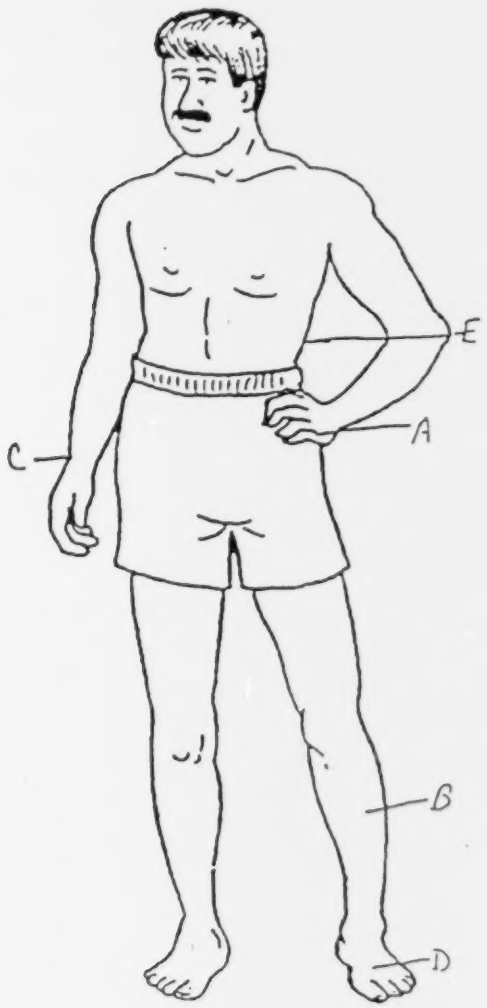
Signature _____

Recommended Placement

Level 1 ____
Level 2 ____
GED ____
Other _____

WORK PLACE LITERACY
Level A
ASSESSMENT 1

Look at the picture and identify the parts of the body



leg _____

wrist _____

foot _____

back _____

hand _____

Competency Demonstrated _____

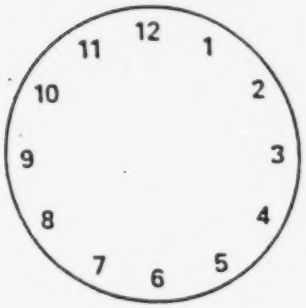
Competency Not Demonstrated _____

Suggestions for Improvement:

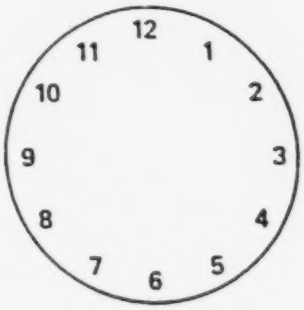
WORK PLACE LITERACY
Level A
ASSESSMENT 2

Your shift begins at 7:00 AM. On the following clocks show the times you leave home, get to work, take a break, eat lunch, and go home.

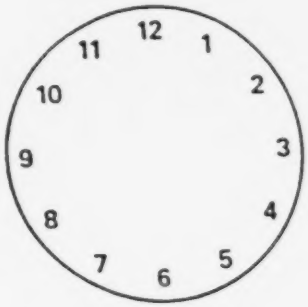
LEAVE HOME



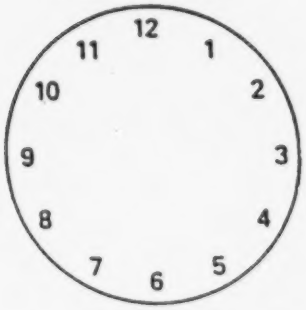
GET TO WORK



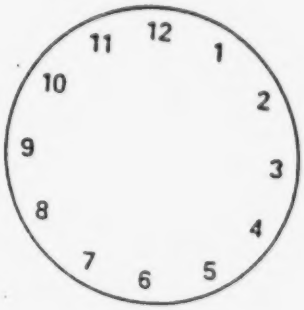
TAKE A BREAK



EAT LUNCH



GO HOME



Competency Demonstrated_____

Competency Not Demonstrated_____

Suggestions for improvement:

WORK PLACE LITERACY
Level A
ASSESSMENT 3

Read the following notice and answer the following questions.

ATTENTION

For 2 weeks all shifts will begin at 7:00 AM. Report to your work station on time. Remember to punch in on the time clock.

1. What time will you go to work? _____
2. How long will the change last? _____
3. How many shifts are affected? _____
4. Where do you report? _____
5. Remember to do what? _____

Competency Demonstrated_____

Competency Not Demonstrated_____

Suggestions for improvement:

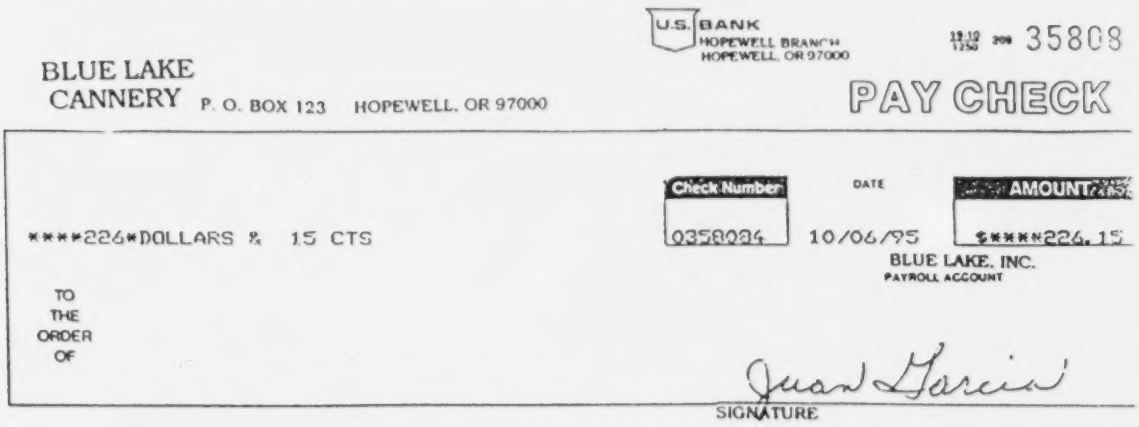
WORK PLACE LITERACY

LEVEL A

PRETEST #4

Competency Area: Reading/Writing In English

Look at the check below and follow the directions.

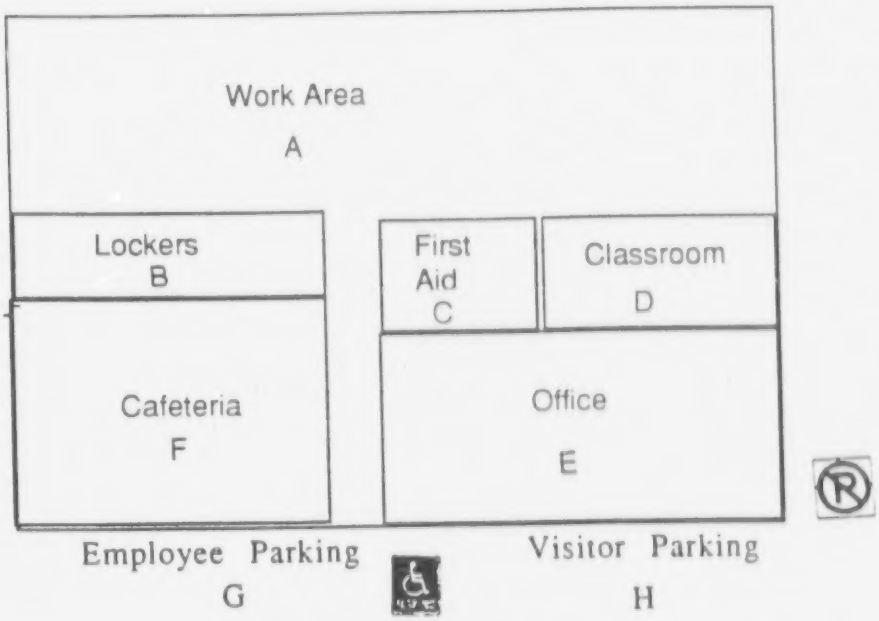


1. Make a circle around the name of the company
2. Place an X where your name would be printed.
3. How much is the take home pay? _____
4. On what date was the check written? _____
5. In what city is the cannery located? _____

Competency Demonstrated by percent correct _____

WORK PLACE LITERACY
LEVEL A
ASSESSMENT 5

Here is a map of a plant.



Write the letter that answers the question.

_____1. Where do you park your car?.

_____2. Where do you eat?

_____3. Where do you go when you are hurt?

_____4. Where is your work area?

Competency Demonstrated_____

Competency Not Demonstrated_____

Suggestions for improvement:

WORK PLACE LITERACY

Post Test level A Pre Test Level B

ASSESSMENT 1

Look at the picture and fill in the blank.

1. I have hurt my _____.

2. I have hurt my _____.

3. I have hurt my _____.

4. I have hurt my _____.

5. I have hurt my _____

Competency Demonstrated_____

Competency Not Demonstrated_____

Suggestions for improvement:

WORK PLACE LITERACY

Post Test Level A PreTest Level B

ASSESSMENT 2

Read the following ad and answer the questions orally.

WAREHOUSE DRIVER

Full time, 8-5, Mon-Fri, drug screen req.
Must have clean driving record. Full benefits pkg. $6.50/hr. Send resume to:
Pacific Equipment, PO Box 123, Boise, 97294
Equal Opportunity Employer

1. What is the job?

_____

2. What is the salary?

_____

3. What are the work hours?

_____

4. Will they test you for drug use?

_____

5. Do you work on the weekends?

_____

Competency Demonstrated_____

Competency Not Demonstrated_____

Suggestions for improvement:

WORK PLACE LITERACY

Post Test Level A PreTest Level B

ASSESSMENT 3

Match the letter of the sign with the correct meaning.

A

B

C

D

E

1. _____ Be Careful. You could fall.
2. _____ Stay out
3. _____ No smoking
4. _____ No parking
5. _____ Danger ahead

Competency Demonstrated_____

Competency Not Demonstrated_____

Suggestions for improvement:

WORK PLACE LITERACY

Post Test Level A PreTest Level B

ASSESSMENT 4

Look at the check stub and answer the following questions:

SSN				DEPT		
EARNINGS				DEDUCTIONS		
CODE	HOURS	RATE	AMOUNT	CODE	AMOUNT	YTD AMOUNT
REG	39.60	7.30	289.08	401K	2.00	80.00
OT	3.10	10.95	33.95	UGN	1.00	40.00
CH ALW	.80	7.30	5.84	LAUNDY	6.35	254.00
				MEAT	40.04	169.71
				EQUIP		20.35
				SDI	12.02	445.89

PAY PERIOD - YEAR TO DATE TOTALS						
PAID THRU	GROSS EARNINGS	FED INC. TAX	FICA	MEDICARE	DEDUCTIONS	NET EARNINGS
09/30/95	328.87	16.15	20.39	4.77	102.72	226.15

1. What is the hourly wage? _____

2. What are the gross earnings? _____

3. How much is taken out for FICA? _____

4. How many hours of work were listed? _____

5. Did the company charge for laundry? yes ___ no ___

Competency Demonstrated_____

Competency Not Demonstrated_____

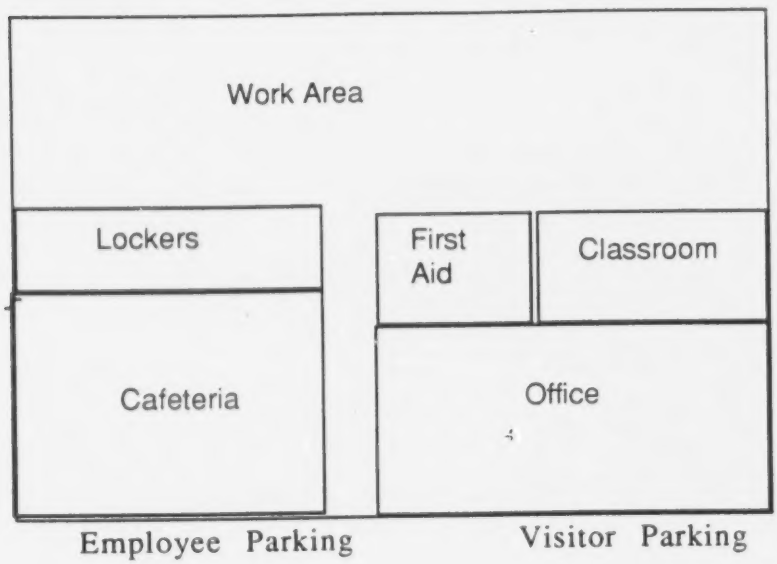
Suggestions for improvement:

WORK PLACE LITERACY

PostTest Level A PreTest Level B

ASSESSMENT 5

Tell the new worker how to get from the employee's parking area to the classroom.



CHECKLIST:

_____1. The participant used directions (right and left) correctly.

_____2. The participant spoke clearly.

_____3. The participant used appropriate gestures.

_____4. The participant had eye contact

Competency Demonstrated_____

Competency Not Demonstrated_____

Suggestions for improvement:

WORK PLACE LITERACY
Level B - Post Test
ASSESSMENT 1

Assessment 1: List 3 tools or machines used in your area of work.

1._____

2._____

3. _____

List 2 articles of clothing that you are required to wear at your job.

1._____

2._____

Competency Demonstrated _____

Competency Not Demonstrated _____

Suggestions for improvement:

WORK PLACE LITERACY
Level B - Post Test
ASSESSMENT 2

Assessment:: You have seen a man fall in the cafeteria. Complete the following accident report.

ACCIDENT REPORT

Date of Report: _____

Name:
_____ **SS#** _____
_

Date of Accident _____ **Time of Accident:**
_____

Location in plant of incident
_____

Description of Accident:
_____
_____
_____
_____

Body Part Affected _____

Nature of Injury
_____

Other Witnesses _____
_

Supervisor to whom reported
_____

_____
Signature

Competency Demonstrated _____

Competency Not Demonstrated _____

Suggestions for improvement:

WORK PLACE LITERACY

Level B - Post Test

ASSESSMENT 3

ASSESSMENT:: Write 3 sentences to explain an accident using one term from each of the columns.

Body Parts	Type of Accident	Type of Injury
arm	falling	sprain
hand	slipping	bruises
foot	hit by_____	nosebleed
knee	stepping on glass	burn
finger	hand tools	cut
chest	strain	chest pain
eye	hand tools	blister
leg	vehicles	
nose		
neck		
wrist		

EXAMPLE: I slipped on the wet floor and sprained my wrist.

1._____

_____

2._____

_____

3._____

_____

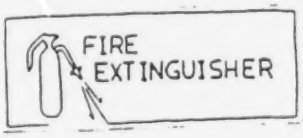
Competency Demonstrated _____

Competency Not Demonstrated _____

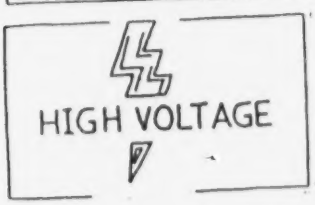
Suggestions for improvement:

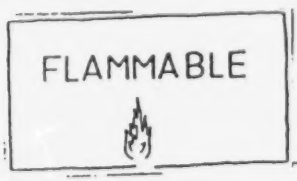
WORK PLACE LITERACY
Level B - Post Test
ASSESSMENT 4

Assessment: Explain the meaning of each sign

1. 

2.

3. 

4. 

5.

Competency Demonstrated _____

Competency Not Demonstrated _____

Suggestions for improvement:

Appendix B

DATA COLLECTION FORMS

WORK PLACE LITERACY

RETURN ON INVESTMENT (RO1)

You have been attending classes here at the plant. Your help is needed to see how good the program is.

Today's Date: _____

Name: _____

Current Job: _____

Which of these are more important to you?

____ I want to be able to talk to other employees

____ I want to be able to talk to my supervisors

____ I want to be able to do my job better

____ I want to be able to write notes and reports

____ I want to be able to learn more about my job

____ I want to get a promotion and better salary

____ I want to be able to read bulletins and newspapers

____ I want to be able to talk to my child's teacher

____ I want to understand TV programs in English

____ I want to talk to others using English while not at work

____ I want to be able to shop

REVIEW OF WORK PLACE LITERACY TEST MATERIALS
July 25, 1996

The competency tests were prepared to demonstrate the ability of the employees to gain literacy through work required materials, signs, and concepts. To accomplish the testing, we developed the following tests. Please give your candid opinion and suggestions.

A. **Assessment** (job application)

1. Was functional to determine placement into groups yes___ no___

2. Format was clear to participants yes___ no___

3. Your recommendations:

B. **5 Level A Pretests**

1. Were easy to administer yes___ no___

2. Participants understood the instructions yes___ no___

3. Recommended changes:
   Parts of body (Health and Safety)

   Map of plant (Location)

   Shift changes (Information)

   Pay check (Reading in English)

   Clocks (Company Culture)

C. **ROI survey administered at end of 16 weeks**

1. Was easy to administer yes___ no___

2. Participants understood instructions yes___ no___

3. Recommended changes

D. **5 Level A - Post Tests/Level B - Pre Tests**

The intent of combining the A Post and B Pre was to cut down the amount of paper to handle.

1. As a Post Test for level A, did the 5 tests serve to determine achievement yes___ no___

Comments:

2. As a Pre Test for Level B, did the 5 tests assist in reflecting the ESL level of participants?

3. Recommended changes:

Map
Body Parts
Check Stubs
Safety Signs

E. **5 Level B Post Tests**

1. Were easy to administer yes___ no___

2. Participants understood directions yes___ no___

3. Recommended changes

Tools and articles of clothing
Accident reports
Sentences with accident report
Sentences for signs
Reading and responding to time and schedule

Work Place Literacy Study
Value Of Literacy Instructions To Participants

_____ _____
Name of Interviewer Name of Participant

_____
Date

1. Why did you sign up for the literacy program?
   - ___ Learn English
   - ___ Qualify For A Better Job
   - ___ Get A Raise In Pay
   - ___ Help My Family
   - ___ _____
   - ___ _____

   Comments: _____

   _____

2. How have the literacy classes helped you?

   At Work _____

   _____

   At Home _____

   _____

   In The Community _____

   _____

   Other _____

   _____

3. What was the hardest to learn? _____

4. What has been the easiest to learn? _____

5. What job would you like to have in the future? _____

_____

6. What skills or training will you need to be successful in 5 years? _____

7. Have you been able to use your English?

Check One	Yes	No	
1.	___	___	At work?
2.	___	___	When shopping?
3.	___	___	With your family?
4.	___	___	Making appointments?

Other: (Ask where English is most important in their daily life)

8. What other classes or training would be important to you?

WORK PLACE LITERACY CURRICULUM

WORK PLACE LITERACY CURRICULUM

The Work Place Literacy Program was funded to develop and pilot a curriculum project to teach literacy to entry level workers in their food processing plants. The target population was 96% Spanish dominant of whom 7%) were limited- or non-English speakers working in the central and eastern sections of Washington State. Of the 314 participants, 71% completed 40 hours or more of instruction.

The goal was achieved through:

- identifying necessary skills for working and advancing in the food industry
- identifying appropriate methodology and materials related to the food processing industry
- encouraging frequent, regular interaction of all staff members
- field testing the curriculum and revising as needed.

Some conditions presented challenges to completing the project:

- the amount of time allotted for instruction by employers
- the classroom conditions, including size, location, and privacy
- the variety of specific industry vocabulary and culture from company to company
- company policies prohibiting reproduction of their policies and forms
- lack of published ESL materials related to the food industry
- the various levels of previous education of participants.

DEVELOPMENT OF CURRICULUM

A curriculum specialist and teaching staff developed the curriculum during a 3-year period. The key elements of this project's success was the communication between OIC staff, curriculum specialist, and instructors. Meetings were held regularly to obtain information in order for participants to have a successful experience.

During the first year of the project, a task analysis was completed in which partner companies and their supervisors were interviewed to obtain information on company policies and the critical competencies required for quality functioning at each site. At the same time ESL materials and Work Place Literacy Programs already prepared in the ESL format were reviewed, and a bibliography of the materials which can be adapted was developed (pg., Curriculum Guide). With input from the instructors, the curriculum specialist developed course outlines, time frames, and preliminary lessons, linking the activities to the State of Washington competencies (pgs 15-16, Curriculum Guide). Staff members were trained in using the materials, and pilot classes began at each site.

During the second year of implementation, competency tests were developed and field tested (See Appendix A, Curriculum Guide). Staff meetings were held weekly to debrief the previous week's classes, critique the curriculum, and discuss strategies. As a result, the initial materials and course outlines were rewritten and adapted with site-specific materials. Model site-specific worksheets were written. Revised instructional materials were field tested.

The curriculum was fully implemented during the third year. Instructors met regularly with OIC staff and consultant to make further suggestions for changes. The curriculum manual, including all revised materials. was compiled (See attached Curriculum Guide).

DESCRIPTION OF CURRICULUM

Three levels of lessons were proposed: **Level A** for students with limited English skills as measure by the CASAS test; **Level B** for students with more advanced English skills and for students who passed A level

competency tests; **Level C** to prepare students for the GED. During the course of implementation, Adult Literacy classes at local community colleges were used in place of locally developed materials. Therefore, Levels A and B became pre-GED with an emphasis on transition to using English in the working environment.

Instruction at the work site necessitated a flexible curriculum. There were varying levels of English fluency, previous schooling, and time allotted for instruction at each site. Therefore, it was determined that the curriculum could not be sequential. The instructor could determine what competencies needed to be covered at any particular time. The hours of instruction varied according to the time frames in which the students could participate.

Lessons were developed to provide a balance of oral, listening, writing, and reading experiences related to participating workplace policies and practices. Eleven (11) topics were the focus of the competency-based curriculum:

- Company Culture
- Location and Direction
- Personal Health
- Health and Safety
- Authority Structure
- Worker Interactions (Level B Only)
- Finances
- Information Gathering
- Transportation
- Introductions and Informal Discussion
- Job Search and Promotion Skills

The lessons were developed to reflect the specific needs and requirements which were defined by job analysis. Each competency area included:

- the state competency (ies) related to the lesson
- a recommended number of hours of instruction
- specific instructional objectives
- recommènded materials and methodologies.
- a focus on grammar
- basic activities
- assessment of the lesson

Model work sheets were developed for certain lessons related to specific sites. The worksheets were designed to provide a format for teacher-developed lessons. Each one included vocabulary, dialogues, and written work related to the competency.

Description of Curriculum by Competency Area

Introductions and Formal Discussions - In Levels A and B, the emphasis was on both verbal and non verbal expressions which might affect the relationships between the worker and supervisors. Students practiced dialogues in class and learned to introduce each other.

Health and Safety - The most important site-specific skill was to be able to complete an accident report. In Level A students learned names of body parts in English and the words and symbols found on signs at their plant. In Level B students learned to secure assistance in an emergency situation and complete an accident report with a description of the incident.

Location and Direction - Following and giving directions around the job site was the focus of this competency for Level A. In Level B students were asked to draw a map from home to work and role play a request for changing a shift.

Finances - Payroll checks and stubs were the focus of both levels of this competency area. Students were asked questions about their payroll office and about deductions and benefits.

Authority Structure - Students were able to identify key site people by names and understand job-keeping skills. Personal strengths and growth areas were explored in terms of keeping a job. Students at Level B were asked to write a letter and list a number of skills seen as important in their company.

Transportation - Alternative transportation for getting to work and travel time from home to work were emphasized in Level A Students began to read transportation schedules and explore options for transportation to work in Level B.

Personal Health - Students dialogued calling in sick, describing an illness, and making an appointment in Level A. In Level B students learned the local options for securing medical/dental health, review health insurance claims and practice making and canceling appointments.

Job Search and Promotion Skills - The focus of this competency was to read employment ads and complete application forms. In Level B students were encouraged to complete a personal assessment sheet.

Company Culture - This competency area was very site-specific. Students learned the necessary tools, clothing, issues (safety, punctuality, etc.) related to their sites. At Level B students learned more about the company and understand the skills and knowledge necessary for promotion.

Worker Interaction (Level B only) - Working as a team member, problem solving and conflict resolution were the activities for this competency area. Using work-related situations, students were asked their perceptions of the problems and were required to work in a team to solve those problems.

The teaching staff were asked to complete a survey evaluating the project. The returned surveys indicated that the staff believed the project was a success. They followed the curriculum, used the materials, and added further reading, grammar and vocabulary lessons. When asked what aspect of the three year Project was most satisfying, the reply was, "Seeing the students move on to higher levels in their jobs and education." Another comment was that the workers were sad because the Program had ended.

With the full implementation of the curriculum in the third year, the first goal of the Work Place Literacy Project was met.

CURRICULUM

GUIDE

AG-FUTURE

Work Place Literacy Curriculum Guide

Prepared Under Grant #84.198

USDE, Division Of Adult Literacy

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October 1996

Printed in the United States of America

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..AGRICULTURE AND FUTURE TRAINING (AG-FUTURE)

ENTRY LEVEL LITERACY
Food Processing Industries

The Yakima Valley Opportunities Industrialization Corporation (YVOIC) of Yakima, Washington has established a demonstration project that focuses on workplace literacy in **agriculture and related occupations**. YVOIC has joined with five partners: three agri-businesses, a union and an entreprenuership program.

YVOIC has a goal to empower citizens to have the communication and work skills necessary to become self-sufficient and therefore are not reliant upon community services for economic or personal welfare. AG-FUTURE is one element of the process to achieve this goal.

I. INTRODUCTION

Agriculture and it's related industries (processing, transportation, marketing, etc.) provide 34% of the economy of the State of Washington. This is an industry in rapid change. The traditional pattern of intensive hand labor for harvesting and packing is giving way to mechanization and electro/mechanical processes. As a growth industry, agricultural enterprises are experiencing labor shortages in skilled positions. Historically, Hispanic farm laborers have provided the basic labor force. This group, comprising approximately 71% of the workforce, has a serious need for literacy and work place skill training. A trained and literate employee can expect year round work with salaries commensurate with those of like positions in other industries. Food Processors are confronted with two concerns at this time:

1. Employees must have increased work place and communication skills. The traditional pattern of hiring unskilled, entry level worker is being viewed as less cost effective over time as year round employment and multiple shifts become the norm.

2. Increased needs for supervisoral staff and a flexible work force promoted from within and with an increased knowledge

> of the operations are increasingly evident. Agri-businesses are confronted with new technology and increased demands on production and/or processing quality controls, but lacking a trained labor pool.
> *(Investment in Human Capital Study, December, 1990. Washington Department of Financial Management)*

Interestingly, these issues are parallel to those identified in both the National Workforce Training Initiative and the Washington State Workplace Training and Education Board. Believing the times call for the new training model, one that systematically brings labor and business into a collaborative problem solving mode, AG-FUTURE has been developed.

The AG-FUTURE model for workforce literacy is a subject of workforce literacy and English As A Second Language. It is based on curriculum and instruction specific to a workplace or a cluster of workplaces. It goes beyond simple instruction in basic skills. Instead, it is dependent upon a customized curriculum and employer designated outcomes.

The **Agriculture and the Future Training (Ag/Future)** program developed and field tested a training model using unique on-site components including:

1. A curriculum with related methodology to be implemented in the work place

2. An interaction between employers and the trainers ensures practical programs of instruction that allow for upgraded job related skills and opportunities for promotion within the work place plus the development of transferable skills functional within agri-business.

3. A cost-effective avenue for employers in training new and upgraded employees.

The future of agriculture in Washington, and indeed, the nation, rests on the ability of the industry to respond to changing environmental and economical constraints while maintaining cost effective operations. A quality, reliable workforce is a major element in that future.

II. PROGRAM FACTORS

Agriculture is very important to the Washington State economy. Using employment and value added factors as economic measures, agriculture is the state's third ranking industry. The state's farms and ranches employed a monthly average of 78,900 persons in 1991.

> "Fruit and vegetable processing employment is estimated to be 10,500 on a full time employment basis. This industry is the second largest manufacturing employer in Washington ranking behind aerospace equipment. While the importance of production agriculture and food processing to the state's economy is clear, the industry faces major challenges of change. These changes are a result of this work competition from other suppliers, the need for constant technological adoption, stricter environmental regulations and increased costs of support service programs for employees."
>
> *Farm employment data source - Agriculture, Forestry and Fishing Employment in Washington State, July 1992 by the Washington State Employment Security Dept.*

The field of agriculture, combined with processing and other related occupational fields, encompasses a wide range of occupations; and, in this current state of flux, the occupations themselves are rapidly changing. Included are the more traditional hand labor, plus transportation, and in plant processing. However, technical based skills (electro-mechanical and computerized equipment), receiving-dispatching (computer, fax, and other electro communications), mechanical (robotics, hydraulics, etc.), mid management skills (bilingual, computer use, communications), and inspection-testing (pesticides, basic chemistry, etc.) are now regular functions in the industry. Agri-industry in Washington has depended on transient farm labor since the 1950s. The 1991 data showed Washington as the fourth largest employer of migrant farm workers, behind only California, Texas and Florida. The industry still depends on this largely Hispanic labor force. However, the emerging jobs (and related skills) place inordinate demands on workers who have entry level skills or years of practical hands on experience, but have low level literacy skills.

(MSRTS Annual Enrollment Report, Washington Dept. of Education - Migrant Education, 1992)

III. PROGRAM DESCRIPTION

Yakima Valley OIC has undertaken aresponse to industry needs through a national demonstration program in Work Place Literacy. The grant has been provided from the U. S. Department of Education, Division of Adult Literacy, and is intended to address the literacy concerns through the development and piloting of a curriculum designed specifically for the entry level worker within the food processing industry.

AG-FUTURE was developed in three phases, each corresponding roughly to one of the three funded years of operation.

- Phase 1 - Program development - Establish relations with and operations within each of the partner companies and the development of curriculum and teaching methodology

- Phase 2 - Implementation and field testing of instructional materials, competency tests and reporting mechanisms

- Phase 3 - Full implementation, including the addition of two employers beyond the initial three pilot sites

The program development has included task analysis at each site, on-going communication with supervisory/management personnel, and the identification and preparation of job related materials. A major constraint of USDE, Adult Literacy Office has been to ensure focus on work place skills.

The AG-FUTURE staff met on a regular basis to develop materials and methodology. With each work site requiring specific terminology and unique management processes, the curriculum evolved to 1) a generic approach to instruction, augmented by 2) site specific communication terminology and dialogues. The three initial sites were uniquely different.

1. Washington Beef; Toppenish, Washington

   A major beef processing company in Washington State, is the site the training site located in Toppenish, Washington. The work force is approximately 30 in number. The plant operates three shifts. The company became an Ag-Future partner with

a motive to encourage in-plant education (literacy), hoping to reduce a high turnover ratio among line workers.

The line employees are primarily meat cutters and wrappers with some assignments in slaughter and shipping. A high proportion of entry level workers are Hispanic and non-English speaking. The rural nature of the area and the lack of public transportation creates a dynamic of carpooling and personal vehicles as principal modes of transportation.

2. Broetje Orchards; Prescott, Washington

Broetje Orchards is a company with a complete growing, processing, marketing capability within the company. Of the 310 employees, 180 are provided company housing, daycare, retail grocery store, etc. The company several miles from the nearest town, is concerned about lifestyle and education of its employees. The work place literacy program was seen as another service to enhance company services. The workers are over 90% Hispanic, many of who are Spanish dominant. A goal was to have literacy skills developed to a level so job promotions to supervisors and skilled work roles could occur in-house. Employment is reflected in the seasonal nature of crop and market imports.

3. Lamb-Weston; Pasco, Washington

Lamb-Weston is a major potato processor. The company employs 400 workers operating in three shifts. The original partner was the Teamsters union who wished to have better communication skills for its members. The company provided space and the union was active in recruitment. During the second year, the union restructured its priorities and opted out of the partner role. For a short time, the company withdrew its support and in May 1996, the Work Place Literacy Program was withdrawn.

4. Simplot; Pasco, Washington

Concurrent with the Lamb-Weston withdrawal was the extension of partnership to include the Simplot vegetable processing plant in Pasco. This plant is undergoing a revitalization and upgrading to become more computerized.

The Work Place Literacy Program (WPL) was seen as a stimulus for workers to upgrade their training in preparation for retraining for the newer operations. Some 300 workers will be employed and working in teams. a new concept in the work place for this industry. Instruction began in October 1996.

5. Iowa Beef

Another new partner is Iowa Beef. which initiated participation in Fall 1996/ The large plant with 1500 workers has an interest in upgrading entry level workers. The classes have been filled and instruction is in process. The company has a history of providing on-site training. The concept of WPL fits the company philosophy of providing training for upgrading. All participants are Spanish dominant.

In summary, the Work Place Literacy program has these characteristics:

- focus on the entry level worker
- designed for the food processing industry
- responding to the Spanish dominant worker population
- reflecting the seasonal employment picture in terms of participation

IV. DEFINITIONS

Throughout the curriculum a working, uniform vocabulary will be used as noted in the following:

Literacy: A set of skills that enhance performance in the work place. Such skills, primarily in English include speaking, reading, writing and listening.

Work Place Literacy: The ability to communicate adequately in the job and in relation with fellow workers and management.

Competency-based Instruction: a method of education whereby

- Skill and knowledge standards essential for employment and further education are determined by task analysis and validated by business, labor, and other technical experts.
- Learning objectives, derived from validated performance tasks, are criteria-based and measurable.
- Teachers facilitate learning using flexible methods and times which entitle each student to master specific skills and knowledge.
- Students' performance is based on the ability to demonstrate specific skills and knowledge.

Concept: A major topic or area of job related interest around which lessons may be developed in teaching literacy.

Task Analysis: A process of gathering information on those skills essential to the work place and to job keeping; then applying the information in enhancing job performance.

Competencies: Measurable behaviors and knowledge that indicate level of performance. Note: The USDE Demonstration project for the Food Processing Industry has adapted Washington State Basic Skills Competency Indicator. *(Office of Adult Literacy), June 1995.)*

Competency Indicators: Measures that determine the level of performance. Competency indicators provide a measure of consistency across a given set of tasks.

Assessment: The process of determining levels of performance and/or knowledge.

Plant Culture: Those expected behaviors, attitudes and responsibilities unique to the work site and/or company

V. CURRICULUM DEVELOPMENT

The teaching staff working with the Curriculum Specialist developed the curriculum and methodologies in this sequence:

Year 1

1. Survey of partner operations including on-site visits and supervisor interviews. Outcomes: Copies of company policies and practices (manual, signs, forms), plus agreement on plant site teaching areas.
2. Survey of available ESL materials and Work Place Literacy programs prepared in ESL format for food processing industries.
3. Development of course outlines, time frames, and initial assignments.
4. Selection and training of staff
5. Linkage to State of Washington Competencies
6. Pilot classes at each site

Year 2

7. Preparation and field test of competency tests
8. Re-written course outlines, adaptation of site specific materials
9. Field test instructional methodology and materials

Year 3

10. Rewrite of materials
11. Preparation of curriculum manual
12. Full implementation

A major outcome of the curriculum process was the realization that most materials would need to be teacher developed so as to be site

specific. Few commercial materials were functional in the workplace classes as published. The necessity of oral dialogues between supervisors and workers as well as between employees placed a high priority on aural/oral approaches at Level A. The lessons were designed to provide a balance between oral, writing, and reading experiences, but with emphasis on oral in initial lessons and shifting to greater reading and writing in level B. (reference Chart I)

A proposed level C was set aside due to availability of adult literacy classes leading to a GED at local community colleges. Thus, the AG-FUTURE program as presented here, is pre GED with an emphasis on transition to success in an English dominated working environment.

CHART I
INSTRUCTIONAL PRIORITIES FOR LITERACY CLASSES
IN RANK ORDER OF IMPORTANCE

Skill	Approach	Tests
Level A		
Oral Skills	dialogues repetition drills peer interaction	observations supervisor surveys LAS Test
Listening Skills	dictation dialogues	observation assignments
Writing Skills	dictation logs assignments	writing samples portfolios prompts
Reading Skills	charts worksheets job required documents	CASAS Test competency tests
Level B		
Oral/Listening Skills	dictations peer dialogues	competency tests
Reading Skills	worksheets job required documents	competency tests
Writing Skills	worksheets assignments	prompts portfolios

Time Frames For Instruction

The Food Processing industries of Eastern Washington State generally follow a cyclical pattern. Thus, the sixteen week teaching pattern was established. Sixteen weeks equals a range of 45 to 80 minutes, usually offered four days a week.

Instruction generally precedes or follows shift changes. Thus there are variations in both the length and time of sessions.

A recommended pattern for optimum instructional scheduling is:

60 minutes per day, four days a week

The goal is to provide up to 60 hours of instruction within a functional time frame (e.g., 16 weeks). Time frames are responsive to seasons, company related economics and average length of employment period.

In planning, the following constraints are considered:

1. Employee length of service (turnover ratio)
2. High peak vs. low periods of food processing
3. Company layoff or vacation patterns
4. Participant commitment

Responding To Participant Needs

At the time of recruitment and intake, many workers express an interest in learning English. However, a fairly constant 40% of those expressing interest actually participate in classes. Participants express their needs and interests (in rank order):

1. To learn English
2. To get a better job
3. To acquire citizenship
4. To help children in school
5. To become better prepared consumers

6. To be able to access community services

Note: The Work Place Literacy Program focuses only on items 1 and 2.

When an initial assessment is completed for purposes of placement into levels (A, B, or C), all participants attend the same sessions for up to two weeks. These initial sessions provide information on the culture of the plant.

Placement into sessions is driven by shift assignments. Thus, each session has two or more instructional groupings.

Responding To Employer Constraints

The initial phase of establishing a literacy program in a workplace setting revolves around analysis of the generic industry and it's related work place. Food processing has a wide range of products and processes. However, each company may be considered a sub set of the larger industry. For the national demonstration project three distinctly unique operations are included.

Company Focus	General Location	Employment Factor	Employee Interest
Meat Processing	In plant	High turnover	ESL
Potato Processing	In plant	Union sponsored	Upgrade/ ESL
Fruit Production & Processing	Orchards & In plant	Service to employees Upgrades	ESL/ Upgrades

Therefore, each teaching team has not only a unique teaching environment provided by the company, but a unique set of constraints based on employer expectations and company culture. To develop a functional literacy program a process of task analysis becomes a key activity for the instructional staff.

Task analysis provides a guideline in adopting the curriculum to include the expectation and cultural setting. Some company expectations may be met and some not. Although initial interest and support are usually high, middle management and supervision in

each location may be expected to exert some influence to modify the Work Place Literacy approach to meet their own perceived needs. Examples of such issues during the demonstration program:

- Using WPL staff to provide orientation of company policies to new hires. The Spanish language skills within company staff were limited and WPL staff were seen to be a logical solution to a larger in-house communication problem.

  Outcome: The mission, goals and constraints of the WPL funding were reviewed with the middle management, and the requests for orientation activities ceased.

- Workers confronted with a vote to unionize, asked WPL staff to explain the issues in a bilingual setting. The topic was not part of the established curriculum and had the potential to place the project in the middle of a polarized conflict.

  Outcome: The staff was provided training on how to address the issue plus practice in referring question to appropriate persons.

The task analysis process consists of three levels of data gathering: 1) Plant Management, Policies and Practices, 2) Supervision, and 3) Worker Interviews describing their tasks and the work setting.

Task analysis is an on-going process due to plant operation change and occupations and tools, which are unique to each setting. **(See Task Analysis Section VII)**

The Food Processing industry in Washington State employs a large number of entry level workers, many of whom are limited- or non-English speaking. Thus, it is critical to understand that employers visualize "literacy" as developing both communications skills and adaptation to company culture. The companies want the definition of literacy to include citizenship classes and Spanish for supervisors, which no doubt will be included when local funding supersedes federal funding.

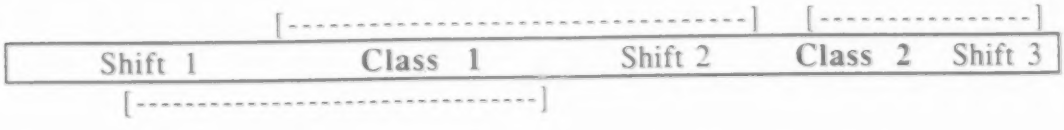
Establishing a Literacy Class Within a Plant

Several issues must be addressed when negotiating with company management prior to establishing classes. These include:

Space and Equipment. Instructional environment is important to the teaching/learning process. Quality space and appropriate equipment are not always available. Thus, alternatives must be made a part of the discussion. Space dictates class size. Availability of equipment dictates methodology. Many processing plants have training rooms, board rooms, or functional areas that allow for privacy. However, a corner of a cafeteria or a store room may be the only options in smaller operations. Staff morale and participant productivity can be affected, so initial contacts must include these realities.

Instructional Time Period. An optimum arrangement is that the employers provide for some or all released time for their participating employees. Such an approach provides greater incentive. For the Ag-Future project, the classes were scheduled to meet time constraints of each plant. Company support is critical. Besides time, such incentives as certificates of completion, picnics, provision of refreshments and like examples of company support tend to keep participants on task.

Time frames for classes are basically dictated by shift schedules. Optimum times are the hours prior to going on shift. Released shift time and lunch breaks are poor options but occasionally necessary. Scheduling classes at the close of shifts is a possibility, but participant fatigue and discomfort with hygiene limits learning.



The model shows how a class can be established and attract participants from all these options. The class members may come and go through an hour and a half session. The mobile nature of participation creates a need for creative lesson planning.

Grouping Within an Instructional Block

As instructors plan lessons, they must be cognizant of the necessity to work with participants with varying levels of education and a range of facility in using the English language. This is not a phenomenon. ESL instructors confront this reality daily. Add to the

mix of participants, the factors of participant interest, drive and ability, and the lesson planning becomes somewhat complex.

It is recommended that standard ESL and literacy techniques be used. For example, include:

- oral drills on vocabulary, dialogues and idiomatic expressions
- daily writing including logs, charts, and dictation
- dyads and other interactive processes
- peer teaching
- role playing

The short time frame is a serious constraint. However, the in-plant setting is excellent for job and task-related communication. Virtually every language skill can be taught within a work context and thus is immediately usable.

Participants with level III and IV ESL capabilities will often request time in entry level classes to review their ability to hear and speak English sounds. This need provides an opportunity for peer coaching.

Using Competency Based Instruction

Competency based instruction is basic to Work Place Literacy classes. As noted in the definitions, employment based skills and knowledge, objectives structured around performance, and immediate application by participants enhances learning.

The YVOIC National Demonstration Project has based lessons on the Washington State Basic Skills Competency Indicators (Office of Adult Literacy, State Board for Community and Technical Colleges, Olympia, WA, 1995). The competencies described in lessons were abstracted from English As A Second Language, Levels I through III. Charts II and III display the range of competencies addressed in this curriculum.

Washington State Work Place Competencies

The state competencies list Adult Basis Education, English As a Second Language, and Interpersonal and Problem Solving as three major delineated sets of competencies.

CHART III
Washington State Competencies by Level A Instructional Units

State Competencies ESL I	Competency Instructional Units									
	1.Intro	2. Locat	3. Safety	4.Finan	5.Info	6.Auth	7.Trans	8.Health	9.Job	10.cult
Speaking										
1.0 Oral & non-vebal	X	X	X			X	X			X
2.0 Express needs & wants				X	X					
3.0 Respond to Questions			X							
4.0 Right form of Address	X						X	X		
5.0 Report facts		X						X		
Listening										
1.0 Follow 2 step directions			X							
2.0 Follow oral direcitons			X							
3.0 Differentiate quest/facts					X			X		
Reading										
1.0 Recognizewords/symbol			X							X
2.0 Recog data on forms				X					X	
3.0 Extract info from ads				X	X					X
4.0 Extract dates and times					X				X	
5.0 Organize alphabetically										
Writing										
3.0 Write a simple statement						X			X	
4.0 Write legiblly										
Teamwork										
GT3Identify Hierarch roles										X
Problem solving										
PS Identify problems						X				X
Communicarion Skills										
CS Provide info orally			X		X			X		

CHART III
Washington State Competencies
by Level B Instructional Units

State Competencies ESL II	Competency Instructional Units									
	1.Intro	2. Locat	3. Safety	4.Finan	5.Info	6.Auth	7.Trans	8.Health	9.Job	10.cult
Speaking										
1.0 Statements/imperatives		X	X					X		
2.0 Initiate Conversation	X									X
3.0 Formal/Informal phrases	X	X								
4.0 Request basic info	X	X								
6.0 State personal needs					X	X		X		X
Listening										
1.0 Ask basic questions		X								
4.0 Identify rules and regs					X					
5.0 Extract info from docs.				X					X	
6.0 Respond non-verbal clue	X									
Reading										
3.0 Locate places			X				X			
Writing										
2.0 Record info/appoint			X		X					
3.0 Address a letter						X			X	
6.0 Fillout questionnaire							X		X	
7.0 Write steps on a chart										
Interpersonal										
I.1 Give/Receive feedback		X		X			X			
Personal Development										
DD1 Job interview				X						
Influencing						X				
IO1 Interp company values										
Teamwork/Prob solving			X			X	X		X	X

Curriculum Scope and Sequence

As a competency based program, the Work Place Literacy in Food Processing, encompasses key ESL methodology utilizing the terminology, dialogues and other skills of the work place. The standard sequencing of skills, displayed in a series of lessons is modified by clustering competencies into three levels and relating essential English language skills to the competencies.

Establishing ESL Levels

The Adult Language Assessment Scale (LAS-0) (Duncan and DeAvila, 1991) is a functional way to determine oral English skills. The test yields placements scores on a 5 point scale (0= "no response" to 5= "Response is fluent, articulate and elaborated..."). The results allow for grouping within ESL classes. The face sheet interview coupled with the project in-take data also provides essential information on literacy and education levels in the primary language. An example of a class profile of 14 participants at the Toppenish WPL site follows:

N=14 (M=11, F=3)
Age Range 24-37
LAS test, level 0=7, level 1/2=5, level 3=2
Education in Mexico = 12 (10=6 grades or lower, 2= some high school)
Education in US = 3 (non high school graduates)

The class was grouped into two levels at the initial stages (4 weeks) with 12 participants in initial, oral oriented sessions and 2 into advanced ESL. In the fourth week, 4 of the lower group were placed with advanced students due to the level of listening skills and demonstrated English speaking skills. Each group of participants will necessarily be placed into function related classes.

Focus on Competencies

The curriculum reflects the 1) presentation of general work place competencies as recommended by the State of Washington, Office of Adult Literacy and 2)specific job skills and tasks identified through the task analysis process. The lessons were developed after a thorough review and analysis of the general and specific factors. Chart V provides a summary of the relation between the two.

In year 1 of the project, the staff in consultation with supervisors and managers from collaborating companies, identified those most critical competencies required for quality functioning in the Food Industry sector of Food Processing. Twenty competencies are embedded in Level A ESL and twenty-two in Level B. The lessons are constructed to present a practice the competencies during the instructional blocks.

Note that the twelve "topic areas" are the recommended key functions under which the competencies are subsumed. The curriculum structure, therefore, is not sequential but competency focused.

Lesson Planning

Instructors will necessarily prepare their own lessons with a concern for the needs of individuals. The Ag-Future program advocates the use of the Hemphill model for lesson plans (reference Chart III), wherein the lesson proceeds from a structured introduction through vocabulary development, direct instruction, linkage to the work place and then a review. Evaluation is on on-going aspect of each lesson with a return to any aspect of the lesson for reteaching or reenforcement.

Chart IV displays a typical lesson outline based on the Hemphill model.

A critical aspect of literacy in an ESL framework is the need to introduce systematically, grammar and language construction to the participants. For those making a language transition, both the accepted vocabulary and pronunciations must be augmented by the vernacular of idiomatic expressions. Chart V displays the suggested grammar sequence for the Work Place literacy Program. The application of the grammar focus can found in the lesson plans which follow.

CHART IV
ACCEPTED PRACTICE FOR INSTRUCTIONAL SEQUENCE FOR ADULT LITERACY
A MODEL

Introduction
- Initiates instruction
- Sets goal and focus for the lessons
- Review and connection to previous lessons

Vocabulary Development
- Introduce vocabulary orally
- Clarify meaning, bilingually
- Oral practice

Guided Practice
- Instructor initiated activities
- Practice basic English skills

Application
- Link to work place competencies
- Practice with work related setting

Finalize
- Review concepts and vocabulary in relation to work
- Individual and group assessment of lessons

Evaluation & Recording
- Adjust lesson plan with instructor evaluative comments
- Complete student records and portfolios

adapted from Hemphill, D. (1990). Adult Learning Magazine, May, 1990

CHART V
WORK PLACE LITERACY
BASIC LITERACY SKILLS LINKED TO COMPETENCIES
OUTLINE FOR LESSONS

Introduction — 15 minutes

Review the previous lesson. Practice vocabulary and grammar through dialogue with class. Concentrate in listening and appropriate reproduction of English language sound system.

Dialogue regarding social and community events, followed by plant/production issues.

Vocabulary Development — 10 minutes

Introduce vocabulary words related to the unit of study and/or competencies. Take words from task analysis material and work related topics.

Use listening (dictation), reporting and writing followed by bilingual clarification of context and meaning.

Main Lesson — 25 minutes

Follow the lesson planned for the day

Closure And Evaluations — 10 minutes

Tie the lesson together with a review of vocabulary, and a debriefing on individual and group response to the materials and methods.

Extra time can be spent in practicing dialogues.

CHART VI
FORMAT FOR ENGLISH GRAMMAR INSTRUCTION

SIMPLE SENTENCES
- Level A - Company Culture
- Level A - Transportation
- Level A - Finances
- Level A - Health and Safety

SIMPLE QUESTIONS
- Level A - Location and Direction
- Level A - Company Culture
- Level A - Transportation
- Level B - Finances
- Level B - Company Culture

COMMANDS
- Level A - Location and Direction

COMPLEX SENTENCES
- Level B - Location and Direction

SUPERLATIVES AND COMPARISONS
- Level B - Location and Direction
- Level B - Transportation

PRESENT TENSE
- All Level A

PAST TENSE
- Level A - Health and Safety
- Level A - Company Culture
- Level B - Finances
- Level B - Transportation

FUTURE TENSE
- Level B - Health and Safety
- Level B - Company Culture

Commercial materials functional for Work Place Literacy lessons

Few commercial materials are readily adaptable to the entry level WPL program in the Food Processing Industry. The staff has identified several commercial series from which materials can be adapted. The materials listed are available for purchase and each includes some work pages and suggested methodologies which can be used in a work place literacy program.

The criteria used when reviewing commercial materials were:

1. Is presented in a context familiar to the rural, entry level and non-English speaking

2. Is specifically related to the competency being presented

3. Is functional for non-English speakers

Lessons can be developed around writing exercises, dialogues, and group activities. However, the graphics found in these materials were deemed to be a positive addition to the learning process.

RECOMMENDED COMMERCIAL MATERIALS

Cook, Ann. Homonyms. Barcus Publishing, 1991. $39.99
Barrons Educational Series, PO Box 428, Monterey, CA 93940

Dunkel, Patricia and Phyllis Lim. English In Action. Hemle and Hemle Publishers, 1994. $20.95
Hemle and Hemle, 7625 Empire Dr, Florence, KY 41042

Nelson, Virginia. American English. NTC, 1992 $39.95
NTC, 4225 W. Touhy Ave, Lincolnwood, IL 60446

Norman, Elaine. Intermediate English, Instructional Fair, Inc. 1988 $9.95
Instructional Fair, Inc., PO Box 7000, Grand Rapids, UT

Pyaczak, Fred. Survival Skills In the World of Work. 1992
JW Welch, Publisher, PO box 658, Portland, ME 04104

RECOMMENDED USDE ADULT LITERACY DEMONSTRATION MATERIALS

MODELS OF PARTNERSHIP, Northwest Food Processors Skills Building Project. Course Summary - mimeo. 1992

MCC/EXCEL, Work Place Education, Job Enhancement Skills, Fort Morgan, CO 1992

Northwest Work Place Basic Project, State of Oregon, 1993

VI. TASK ANALYSIS PROCESS

The materials and methodology for Work Place Literacy must be directly applicable to and reflective of the job site and specific job assignment. Information about jobs can be:

1. Generic: Able to be applied across a number of occupations within the food processing industry and/or across various jobs within a given plant. Examples of generic concept include ability to read signs and labels, report accidents, dialogue with a supervisor, etc.)

2. Job Specific: Every segment of the food processing industry has unique tools, equipment, clothing and processing which carry specific terminology. Such specificity requires a worker to develop appropriate communication skills reflective of the tasks assigned.

   Job analysis has several phases, but essentially consists of dialoguing, job site "shadowing" (observation) and an analysis of the work environment and operational manuals. The purpose of task analysis is to be able to adapt or develop materials which are reflective of the daily work experience.

   Level 1. Plant Management, Policies and Practices

   Task analysis begins with an understanding of the company culture. For the program development, it is essential to know the requirements and constraints of accessing staff and work areas.

   A key member of management (e.g., personnel manager, staff trainer, line supervisor,) can provide basic information which will: 1) allow permission to assess staff and 2) gathering of necessary information. This stage of Task Analysis is often by dialogue. Types of information to be collected:

   - access to plant and related security regulations/processes
   - tradition and/or culture of plant operation - clothing or dress, protocols, parking privileges, etc.

- passes and identification, etc.
- names and titles of the plant hierarchy

This information is summarized for the curriculum developer to abstract the information essential to the worker and for the instructional staff to facilitate positive relationships.

Level 2. Task Analysis - Supervisors

Literacy is a concern for many workers. Some may be experienced with years of service but cannot read or manage communication at a level to be promoted or keep the job. Others may be working at an entry level job because of lack of English or basic literacy. Each plant will need to be approached differently. A line supervisor can be of great help in explaining the operational processing and pointing out key tasks and related skills. The supervisor can also describe the skills and behavior essential to keeping a job. Therefore, checklist A is a guide for the dialogue with a supervisor.

Level 3. Worker Description of the Job

Workers generally know the priorities and concerns of management and are eager to identify job keeping skills which may require better literacy. Worker data can best be collected in a structured interview, conducted in small groups. With the assistance of the personnel director, a group representative of a variety of jobs can be pulled together.

**Remember, that pulling a worker off line affects production and output. This approach is in effect an investment on the part of the company. The time with the small groups must be structured carefully to assure functional results.*

In small groups, (two to six in number) utilize a sequence of questions which have a logical flow. The sequence may parallel the job analysis design (general plant information to supervisor to line job) or follow a typical day of a worker (assessing the site, work skills, interpersonal relations, etc.).

All interview data is collected in a systematic manner (see attached data collection form).

Synthesis of Job Analysis Data

The intent of the job analysis is to isolate the most critical elements of job performance and job keeping to use a literacy lesson. At this point, the competency indicators become functional. Tasks can be grouped around competencies and lessons developed around major concepts.

On-Going Task Analysis

Given that employees change jobs, line processes are upgraded by the company and that food processing is seasonal, it is essential to review, systematically, the task analysis results with the line supervisor and students. The literacy program should evolve as does the plant in which it is housed.

Adding Needs Assessment To Task Analysis

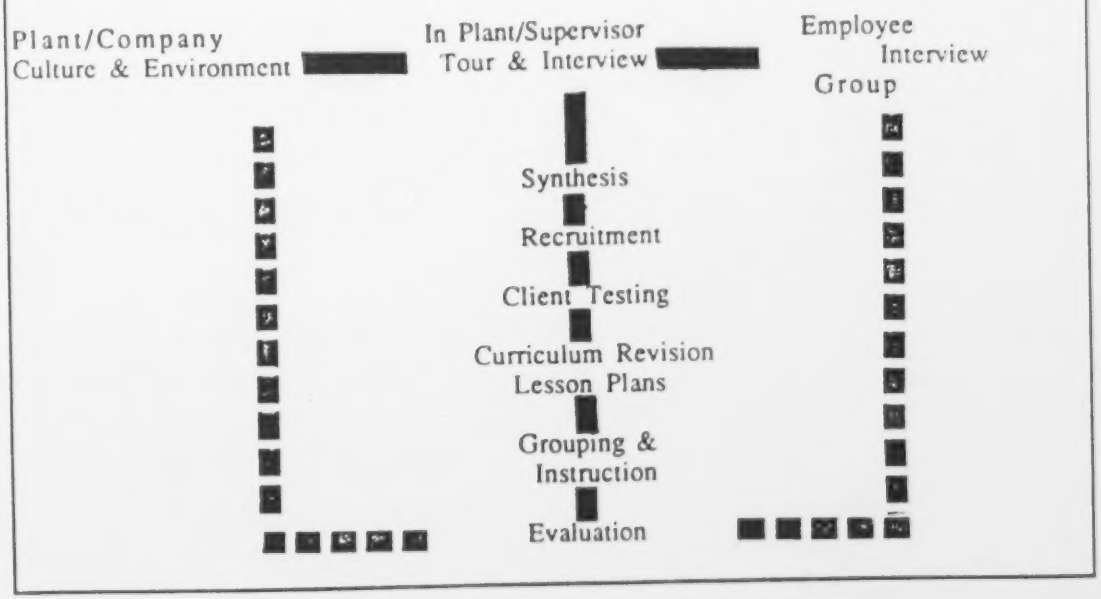
Each potential student-client should be given a needs assessment consisting of an in-take survey listing needs, goals and personal data plus a test for basic skills. The TABE or CASAS are often used for this purpose. From this data, a group profile can be developed and instructional grouping organized.

Jobs
- Specific
- Generic

Strategies
- Company culture and environment analysis
- Job content analysis
- Basic skills analysis
- Transferable and life skills analysis

Techniques
- Observation/Interview
- Material review
- Small group interview

CHART VI
TASK ANALYSIS MODEL



The work sheets which follow are used to collect the task analysis data. Three individual sets of data must be accumulated; plant management, supervisor (direct contact with employees), and employee information. Using this information the curriculum design can be completed and lessons planned.

Sample Worksheet

Level 1 - TASK ANALYSIS
Plant Management, Policies and Practices
Worksheet

Plant:_____ Interviewer:_____:
Interviewee:_____ Date:_____

1. Protocols Described — Forms/Material/Manuals
   - key contact
   - plant access - security
   - clothing, tools, etc.
   - unions/non-union

2. Policies & Procedures
   - hiring policies
   - orientation procedures
   - supervision
   - grounds for promotion/firing
   - accident reporting

3. Required/Requested Communication

* Include diagram of plant site - note signs, parking are included

Sample Worksheet

Level 2 - TASK ANALYSIS
Task Analysis - Supervision

Plant: Date:
Interviewee:

1. Description of Generic Rules and

   Forms/Materials/Manuals — Expectations
   - job keeping skills
   - verbal/dialogue needs
   - forms
   - shifts, times, schedules
   - safety requirements
   - problem solving

2. Job Specific Requirements
   - tools/equipment
   - clothing
   - safety
   - special skills
   - training

3. Interpersonal/Leadership Skills
   - absences
   - co-worker relation
   - relation to supervisor
   - training
   - general behavior

Sample Worksheet

LEVEL 3
Task Analysis - Worker

Plant: Date:
Interviewees:
-
-

The following questions are to be asked in sequence. An outline of responses must be maintained. The responses are summarized at the conclusion of the small groups sessons and the information matched or added to the level 1 and 2 task analysis data.

1. Key job keeping rules

2. Hardest relationships to maintain

3. Needs in preparation for work and on breaks

4. Needs at the task site

5. Desired outcomes of literacy training

VII LESSON PLANS - ESL Levels A and B

The following lessons have been developed to reflect the specific needs and requirements as defined by the job analyses and then field tested with the initial (pre-national evaluation) participant groups. There are ten lessons or competency areas in Level A. In addition to the tean Level B units nine lessons focused are included. These lessons are on problem solving, interpersonal relations, and team work. Thus a total number of eleven competency areas are available for the ESL Work Place Literacy Program.

Each Competency Area outline lists :

The state competencies addressed,
Approximate number of hours of instruction rewuired
Specific instructional objectives
Materials and methodologies recommended for use
Grammar focus
Basic activities functional for the lessons
The assessment related and appropriate to the lessons

Level A is designed for entry level ESL (level I and II on the Adult LAS-O test) and an incomplete competency pre-test. For those taking the CASAS test, the participants with a low Indicator test (CASAS L/51) and retested on the first level CASAS (R/27) are considered ESL Level A in the WorkPlace Literacy Program. Those scoring above the entry levels are placed in ESL level B.

Level B is designed for the advanced student who score at LAS level III and above and advanced levels of the CASAS test.

Work sheets have been developed for certain lessons related to specific sites or food processing in general. The these work sheets are attached to (or follow) the competency area outlines. The work sheets provide a format for teacher developed lesson plans to follow.

ESL LEVEL A

Competency Area: Introductions and Informal Discussions

State Competencies Addressed

Speaking 1.0 Use oral and non-verbal expression to show needs
Initiate conversation and introduction using right form of address

Approximate number of hours of instruction required: 3

Specific Instructional Objectives

Introduce the phrases "Good morning" "My name is..."
Oral conversation
Introduce others (e.g., supervisor, fellow worker, security, etc.)

Materials to be used/Methodologies

Blackboard
Dialogues, dyads and group response

Grammar Focus - present tense, first and second person

Learning Activities

Model phrases in English, compare to Spanish
Group practice - teacher led
Test orally
Dyads practice with teacher assistance and corrections

Assessment

Objective: Be able to recall names, give greetings and introduce others
Measure1: Distinguish phrases appropriate to introductions at work.
Measure 2: Participate in dialogue - interpersonal setting. three point evaluation scale.

ESL LEVEL A

Competency Area: Health and Safety

State Competencies Addressed:

Speaking	1.0	Use sentence to express needs and wants
		Use basic vocabulary and simple sentence structure to describe human characteristics and to report facts about a situation
		Identify problems
Reading	1.0	Reorganize and interpret words and symbols on signs

Approximate number of hours of instruction required: 4

Specific Instructional Objectives:

Identify body parts in English
Use declarative sentences in describing person injuries & needs
Report accidents to appropriate job supervisor
Recognize plant signs related to hazards or danger areas

Grammar Focus - simple declarative sentences, past tense

Materials to be used/Methodologies:

Charts
Dialogues, dyads, and group response
Company policies and accident report forms

Learning Activities:

Practice naming body parts - compare to English
Oral review of company policies on reporting accidents/review form - group practice
Work sheets on body parts and accident report forms

Assessment

Objective: communicate with coworkers and supervisors
Measure 1. Name body parts
Measure 2. Complete a simple accident report

HEALTH AND SAFETY
ESL LEVEL A 1

TOE HAND EYE HEAD AFTER FINGER BROKE BURNED ACHED

Circle the correct answer.

1. I broke my toe at work.

2. Roberto's head ached yesterday.

3. Alicia broke her finger after work.

4. Luis' eyes ached all day.

5. Jose burned his hand on the stove.

Practice the dialog with a partner.

1. I need to see the nurse.
   What is the matter?

2. I hurt my toe.
   What did you do?

3. I dropped a box on it.
   Let me look at it.

Fill in the blank.

1. My _____ ached yesterday.

2. I broke my _____.

3. She burned her _____.

HEALTH AND SAFETY
ESL LEVEL A 2

HAND HURT CUT WRIST FOOT BACK ACHE LEG

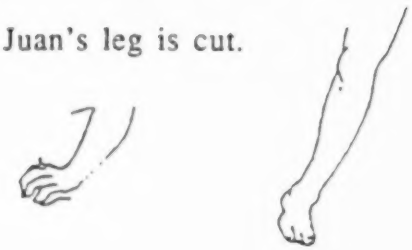
Circle the correct answer.

1. I hurt my hand.

2. My foot hurts.

3. Maria's back aches.

4. Juan's leg is cut.



Read and practice the dialog:

1. What is the matter?
   My leg hurts.

2. Let me look at your leg,
   Okay. It hurts here.

3. Go to the First Aid Room for help.
   Thanks.

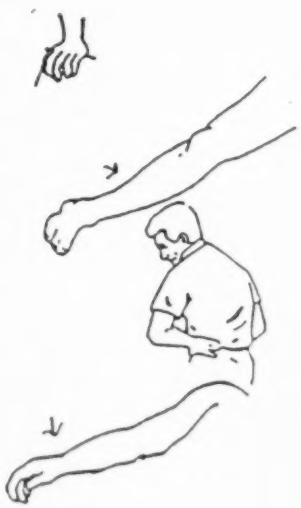
Fill in the blank which matches the picture.

1. Her _____ is cut.

2. His _____ is hurt.

3. My _____ aches.

4. My _____ hurts.

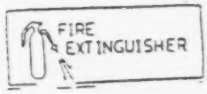


HEALTH AND SAFETY
ESL LEVEL A 3

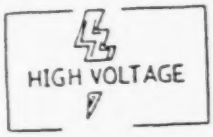
CAREFUL FIRE EXTINGUISHER CAUTION POISON SIGN

Circle the correct answer.

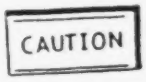
1. To put out the fire, I looked for the



2. The bottle said

3. I didn't see the sign 

and fell down.

4. I was careful when I saw the 

sign.

Practice the dialog with a partner.

1. There are may signs at our plant.
   Yes, we have to be very careful.

2. What does **flammable** mean?
   Flammable means something will catch on fire.

3. When the papers caught fire, I ran for the fire extinguisher!
   I'm glad you put the fire out!

Suppose you dropped a tool on your toe at work. Complete the following accident report.

DATE: _____

NAME: _____

EXPLAIN WHAT HAPPENED: _____

_____

WHAT BODY PART DID YOU HURT? _____

HEALTH AND SAFETY
ESL LEVEL A 4

NOSE NECK CHEST KNEE BLEEDING HURTING REST

Draw a line to the correct part of the body.

1. My nose is sore.

2. My chest is hurting.

3. Lorenzo will rest his knee.

4. His neck is bleeding.

Read and practice the dialog with a partner.

1. I am not going to work today.
   Why not?

2. I do not feel well.
   What is the matter?

3. My knee is hurting and I cannot walk.
   That's too bad. I hope you will feel better tomorrow.

Fill in the blank.

1. I fell down and my _____ is bleeding.

2. I will rest my _____ so it will feel better.

3. I have a cold and my _____ is hurting.

ESL LEVEL A

Competency Area: Location and Direction

State Competencies Addressed:

Listening	1.0	Follow multi step instructions Follow simple rules or regulations presented orally
Speaking	1.0	Able to respond to questions or make statements about an immediate situation
Reading	1.0	Recognize and interpret words and symbols on signs and labels

Approximate number of hours of instruction required: 4

Specific Instructional Objectives:

To identify areas within and around work site by formal and slang names
To answer questions by giving directions within the work site

Materials to be used/Methodologies

Chart of plant site with various areas identified
Chart of signs used throughout the site

Grammar Focus simple questions, complete sentences

Learning Activities

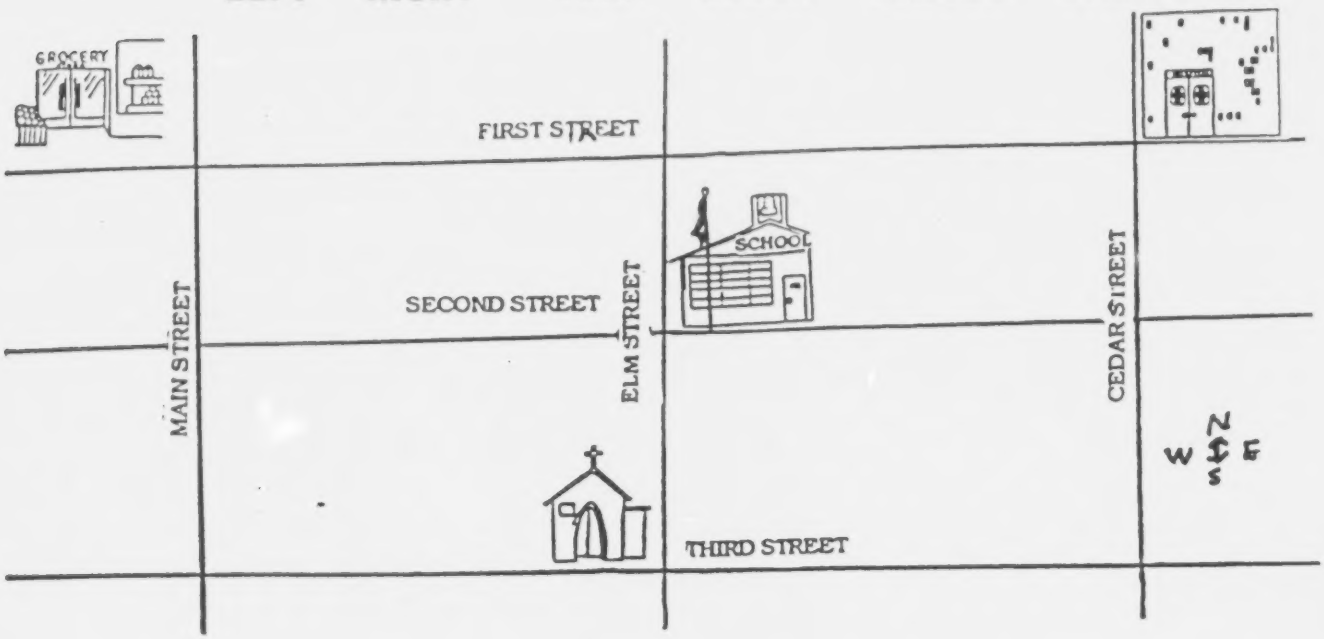
Model words and phrases in English - compare to Spanish
Introduce questions and related answers as a method of comm.
Walk through plant - practicing appropriate directions

Assessment

Objective: Use question and answer dialogue
Measure 1 Respond to questions by marking a chart of the plant site
Measure 2. Orally describe the way to the office.

LOCATION AND DIRECTION
ESL Level A 1

LEFT RIGHT TURN BLOCK SCHOOL STREET



On the map use your pencil to draw a line using the following directions.

1. Start at Main Street and draw a line on Third Street to Cedar Street.
2. At Cedar Street, turn left and go 1 block.
3. On Second Street, turn left and go 1 block.
4. On Elm Street, turn right for one block.
4. At First Street, turn left for 1 block.
5. Where are you after you finish the directions? _____

Practice the dialog with a partner

1. I am lost. Where is the school?
   The school is at Second and Elm Streets.

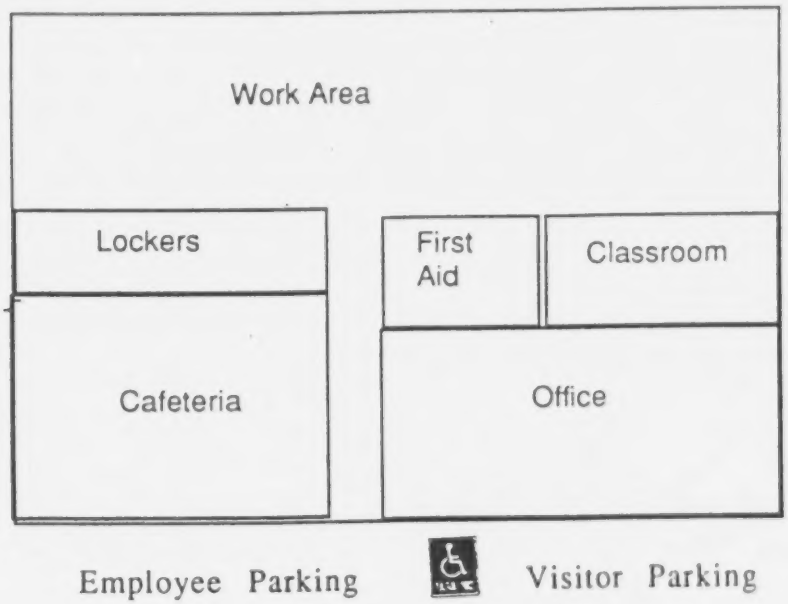
2. How do I get there?
   Drive down Third Street to Elm. Turn left and go 1 block.

3. After I take Juan to school, I want to go to the grocery store. How do I get there.
   Drive North on Elm Street to First Street. Turn left for 1 block.

LOCATION AND DIRECTION
ESL LEVEL A 2

CLOSER FARTHER CAFETERIA CLASSROOM NEXT TO OFFICE LOCKERS

Using the map, answer the following questions with Yes or No.



_____ 1. Are the lockers closer to the work area than to the office?

_____ 2. Is the classroom farther away from the office than the lockers?

_____ 3. Is the work area next to the cafeteria?

Practice the dialog with a partner.

1. Did you eat your lunch?
   Yes, I ate my lunch in the Cafeteria.

2. Where did you get paid?
   I was paid at the office.

3. Where is the office?
   The office is next to the cafeteria.

ESL LEVEL A

Competency Area: Finances

State Competencies Addressed:

Speaking 2.0 Ask or respond to questions about an immediate situation

Reading 2.0 Recognize standard words on forms (e.g., payroll stubs and checks)
Extract information from a document

Approximate number of hours of instruction required: 4

Specific Instructional Objectives:

To recognize data on payroll checks and stubs
To be able to ask questions about deductions, benefits and pay

Materials to be used/Methodologies:

Chart of check and stub
Personal pay stub
Company policy

Grammar Focus simple sentences

Learning Activities:

Identify symbols and abbreviations used on pay forms
Define basic terms (e.g., wages/salary, deductions, FICA, withholding, social security, endorse, etc.)
Practice endorsing checks and discuss cash, checking accounts and money management
Practice questions and answer regarding deductions & benefits
Have personnel offices interact with questions and answers

Assessment:

Objective: Demonstrate knowledge of pay and deductions
Measure 1 Identify areas of checks and payroll stubs by matching words to a sample
Measure 2. Engage in a dialogue, asking questions about deductions

FINANCES
ESL LEVEL A 1

DATE AMOUNT CHECK EARN ADDRESS COMPANY

NW PACKING COMPANY 9/30/96 CHECK NO. 111506
203 Elm St
Parker, WA 98423

Pay to the order of $432.11

Mario Chavez
6623 N. Main St.
Parker, Wa 98423

Elida Rodriguez

Circle the correct answer.

1. The date of the check is: 9/30/96 11506
2. The amount of the check is: 98423 $432.11
3. The person who earns the check is: Mario Chavez Elida Rodriguez
4. The company address is: 6623 Main St. 203 Elm St.

Practice the dialog with a partner.

1. What is the date on your check?
   The date on my check is September 9, 1996
2. What company do you work for?
   I work for Northwest Packing Company.
3. Where is the company located?
   The company's address is 203 Elm Street in Proctor.

Fill in the blank with the information on the check.

1. Who earned the money? _____
2. What is the amount of the check? _____

ESL LEVEL A

Competency Area: Information Gathering

State Competencies Addressed:

Listening	3.0	Differentiate statements from questions
Speaking	2.0	Ask or respond to questions or make statements about the immediate situation
Reading	3.0	Extract time and date information from documents
		Locate items and organize in alphabetic order

Approximate number of hours of instruction required: 6

Specific Instructional Objectives:

To read and respond to plant schedules as delivered orally or by chart
To be able to ask questions about personal schedules

Materials to be used/Methodologies:

Plant schedules
Plant time clocks or check sheet

Grammar Focus - questions and punctuation

Learning Activities:

Introduce key words for dialogue about time, plant culture and schedules
Practical dialogues using schedule information and equipment
Chart the work hours for the class showing starting/ending times and breaks

Assessment

Objective: Demonstrate understanding of time and schedules
Measure 1. Read an announcement regarding shift change and place in proper sequence
Measure 2. Dialogue about a need to leave early to go literacy class

ESL LEVEL A

Competency Area: Authority Structure

State Competencies Addressed

Writing 3.0 Write simple statement
Teamwork GT3 - Identify hierarchical roles

Approximate number of hours of instruction required: 3

Specific Instructional Objectives:

To identify by name, key people on site
To understand plant policy and culture in job keeping skills
To write responses in simple sentences

Materials to be used/Methodologies:

Charting of worker/hierarchy relationships, introducing key words (e.g., supervisor, boss, personnel, etc.)
Definition of job keeping skills (e.g., being on time, wearing appropriate clothing, packing areas, calling people by name

Grammar focus written proper names and titles

Learning Activities:

Practice dialogues related to job situations
Completion of charts for differing jobs within plant, noting job types and names.

Assessment:

Objective:Demonstrate understanding of job titles and company hierarchy
Measure 1. Write simple sentence response related to job keeping skills
Measure 2. Name tools, clothing and work areas

ESL LEVEL A

Competency Area: Transportation

State Competencies Addressed:

Speaking 1.0 Using sentences and appropriate behaviors to express needs
Initiate and maintain simple conversation
Problem Solving TP Identify problem and generate alternative solutions

Approximate number of hours of instruction required: 4

Specific Instructional Objectives:

To identify alternative methods of getting to work
To define available options should regular transportation not be available
To discuss company policy procedures on parking
To relate travel time in relation to arrival time

Materials to be used/Methodologies:

Plant policies and signs
Local bus schedules

Grammar focus simple sentences, simple questions

Learning Activities:

Discussion of transportation alternatives
Use of vocabulary related to getting to and from work
Learn method of identifying alternative solutions and selecting the most viable
Review time allocations for travel related to getting to work on time

Assessment:

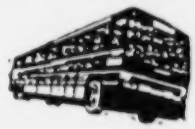
Objective: Explain alternative transportation and schedule issues
Measure 1. List alternative forms of transportation

TRANSPORTATION
ESL LEVEL A 1

BICYCLE CAR TRUCK BUS DRIVE RIDE TAKE CARPOOL

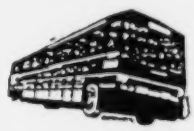
Circle the picture that matches the sentence:

1. Maria rides her bicycle to work.



2. Arturo drives his truck to work.

3. Julio rides the bus to school.



4. I ride in the car every day.

Practice the dialog with a partner.

1. How do you go to work?
   I ride with the carpool.

2. How do you go to the city?
   I ride the bus to the city.

3. How does Juan go to work?
   Juan drives his car to work.

Choose (1)the best way for you to get to work and (2)the next best way.

Car Pool	My Car	Bike	Walk	Bus
A	B	C	D	E

1. The best way for you to go to work _____

2. The next best way for you to go to work _____

ESL LEVEL A

Competency Area: Personal Health

State Competencies Addressed:

Listening 4.0 Following simple rules and regulations orally
Speaking 4.0 Initiate simple conversations, using appropriate forms of address
Use basic vocabulary and simple sentence structure to report facts
Communication CSI Provide appropriate information

Approximate number of hours of instruction required: 3

Specific Instructional Objectives:

To be able to call in sick
To describe illness or need in simple, understandable sentences
To call an agency for an appointment
To prepare for work (e.g., exercise, alertness, meals, etc.)

Materials to be used/Methodologies:

Phones, Charts body parts and phrases appropriate to defining injury or illness, abbreviated English expressions used on phone, and tapes of phone answering phrases in common use

Grammar focus abbreviations

Learning Activities

Review charts of body parts and related phrases of reporting illness
Learn and practice phone technique and protocol
Practice in dyads, back to back or with phones

Assessment

Objective: Communications for emergencies
Measure 1. Describe an illness
Measure 2. Demonstrate knowledge of phome usage

ESL LEVEL A

Competency Area: Job Search & Promotion Skills

State Competencies Addressed:

Reading	2.0	Recognize standard words on job applications or ads Locate page numbers and sort by type or number Identify common abbreviations and related long form
Writing	2.0	Write or point legibly

Approximate number of hours of instruction required: 5

Specific Instructional Objectives:

Read an employment ad and abstract essential information
Complete a simple employment form

Materials to be used/Methodologies:

Newspapers or sample employment ads
A variety of employment forms, including the one from the host plant
Work sheets for practice

Grammar focus simple sentences, contrast to phrases

Learning Activities

Group discussion of employment ads - identify abbreviations and phrases
Write an ad for personal skills and interests
Review application forms looking for common areas to be completed
Complete an application

Assessment

Objective: to develop employment seeking skills
Measure 1. Complete an application form
Measure 2. Using an ad; define the abbreviations and key words

ESL LEVEL A

Competency Area: Company Culture

State Competencies Addressed:

Speaking 2.0 Ask or respond to questions or make statements about the immediate situation
Reading 3.0 Extract time and date information
Personal Development PP6 - Identify appropriate behaviors and attitudes keeping a job

Approximate number of hours of instruction required: 4

Specific Instructional Objectives:

Define the basic practices related to keeping a job (clothing, tools, equipment, punctuality, etc.)
Learn words and phrases used in house

Materials to be used/Methodologies:

Display appropriate clothing, tools, etc. (Note: Colored hard hats may be key identifiers). Discuss logic and requirements.
List important job keeping issues (punctuality, responding to directions and orders, safety, etc.)
Self assessment of responding to local plant practices inventory
Samples of posted instructions for review (e.g., time schedules)

Grammar Focus past tense, simple sentences

Learning Activities

Interact with more experienced worker, list key job keeping skills
Practice key phrases and responses to orders or questions
Each participant to explain his/her job and related equipment

Assessment

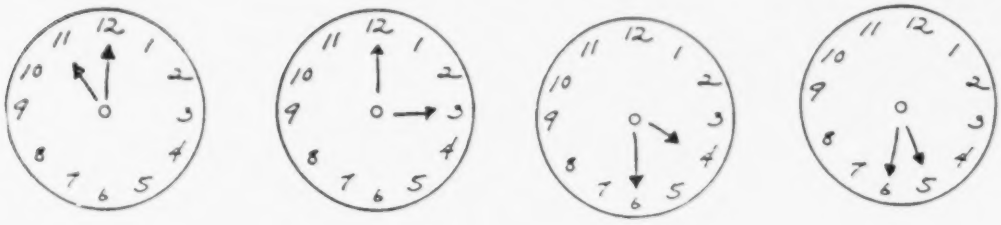
Objective: To be productive within the values and rules of the plant
Measure 1. Using a clock, determine appropriate arrival and start up times.

COMPANY CULTURE
ESL LEVEL A 1

SHIFT TIME LUNCH BREAK CLOCK

Look at the clocks and answer the following questions:

clock 1 clock 2 clock 3 clock 4



1. What time is on clock 1: _____
2. What time is on clock 2: _____
3. What time is on clock 3: _____
4. What time is on clock 4: _____

Dialog the following with a partner:

1. When does your shift begin?
   My shift be begins at _____.
2. When is your lunch break?
   My lunch break is at _____.
3. When does your shift end?
   My shift ends at _____.

Circle the times in the following sentences:

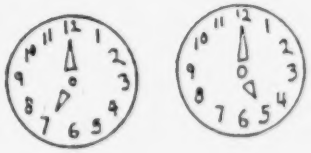
1. You have a meeting on Monday at 3:30.
2. Tomorrow your shift begins at 7:00.
3. The bus leaves at 6:15.

COMPANY CULTURE
ESL LEVEL A 2

WENT WORKED ATE TOOK NOON

Circle the clock which matches the underlined time:

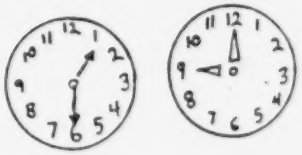
1. I went to work at <u>7:00</u>.



2. We worked until <u>3:00</u>.

3. She took a break at <u>11:00</u>.

4. They ate lunch at <u>1:30</u>.



5. The boss said, "Be ready to work at 7:30."

Read and practice with a partner:

1. What time did you to go work?
   I went to work at 2:00.

2. When did you eat?
   I ate at 12:30.

3. Were you at home by 5:00?
   Yes I got home at 4:45.

ESL LEVEL B

Competency Area: Introductions and Informal Discussions

State competencies Addressed:

Speaking	2.0	Initiate and maintain a simple conversation Use formal and informal phrases in conversation
Listening	6.0	Recognize and respond to common non-verbal expressions
Inter-personal	L1	Give and receive feedback appropriately
	G1	Develop interpersonal skills

Approximate Numbers of Hours of Instruction - 4

Specific Imstructional Objectives

To describe work station, job tasks and related clothing and equipment
To explain personal needs and goals in response to questions
Introduce a projective employee to the personal offices

Materials to Be Used/Methodologies

Blackboard, Dialogues, Interaction with plant staff,and Videos

Grammar focus ' use of adjectives

Learning Activities

Learn about non-verbal expression using television
Dyad practice of introduction
Interaction with supervisor and other staff in class setting

Assessment

Objective: Use descriptive words regarding job and job site
Read interpersonal, non-verbal behavior
Measure1: Recognize differences in facial expressions and body language
Measure 2: Explain current job to security guard. Checklist of appropriate vocabulary and expressions.

ESL LEVEL B

Competency Area: Health and Safety

State Competencies Addressed

Listening	1.0	Discriminate among question statements and imperatives
		Identify important information in person or phone
Speaking	1.0	Make simple statements and ask basic questions using proper intonement and stress
		Make a simple descriptive report to appropriate authorities
Reading	2.0	Locate places and determine routes

Approximate Number of Hours of Instruction - 3

Specific Instructional Objectives

To describe a safety related incident
To prepare a written statement about the incident
To call 911 or in-plant number to request assistance

Materials To Be Used In Instruction/Methodologies

Co. policies, practices, forms and signs related to plant safety, Phones for practice, and Maps of plant layout

Grammar focus future tense

Learning Activites

Practice describing incidents orally, then in writing
Discuss and use stress related behaviors (voice, body)
Use phone to give directions and to secure help

Assessment

Objective: Secure assistance and give directions for an emergency situation.

Measure 1. Complete an accident report with description of an incident

HEALTH AND SAFETY
ESL LEVEL B 1

Suppose you cut your hand on the job. You report to the nurse at the First Aid Office. Then you fill out the accident report.

Practice the dialog with a partner.

1. May I help you?
   Yes, I have just cut my hand.

2. How did it happen?
   My hand slipped against the blade of the machine.

3. I can stop the bleeding and wrap it for you. Then you must fill out an accident report.
   O.K. Thank you very much.

Complete the following accident report.

ACCIDENT REPORT

Date of Report: _____

Name: _____

SS# _____

Date of Accident _____ Time of Accident: _____

Location in plant of incident _____

Description of Accident: _____

_____

_____

Body Part Affected _____

Nature of Injury _____

Witness _____

Supervisor to whom reported _____

SIGNATURE _____

ESL LEVEL B

Competency Area: Location and Direction

State Competencies Addressed

Listening	5.0	Recognize formal and informal language usages
Speaking	4.0	Request, confirm and clarify basic information
Reading	2.0	Locate places and determine routes using maps and schedules

Approximate Number Hours of Instruction - 5

Specific Instructional Objectives

To describe the present job and location within the plant
To develop a map showing the route from home to work
To read and discuss shift times and shift changes

Materials To Be Used/ Methodologies

Diagram of plant or work area layout
Shift schedule in chart format
Read manuals for format and purpose

Grammar focus complex sentences, supeerlatives and comparisons

Learning Activities

Develop vocabulary and describe the specific work assignment and location
Develop maps of alternative routes
Role play giving directions in community
Work sheets on vocabulary

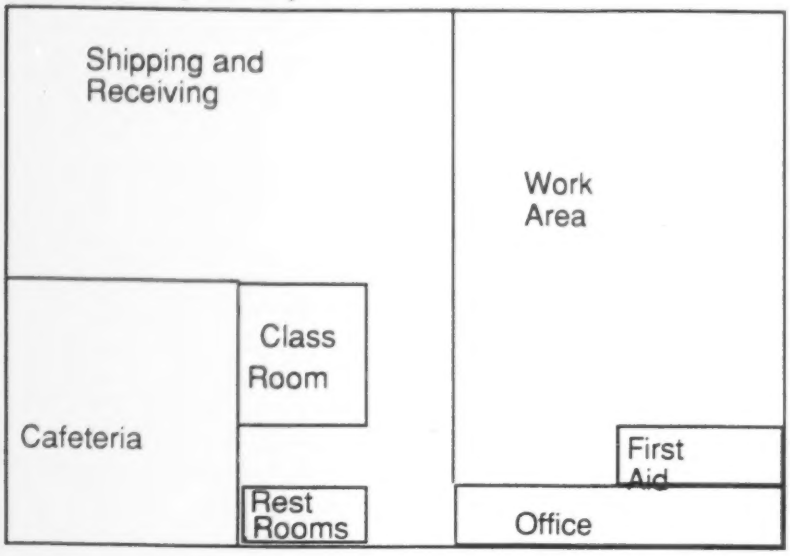
Assessment

Objective: Receive and provide reliable information when giving directions.
Measure1 Mark a plant or area map with names and signage provided in work list
Measure 2 Role play requesting a shift change

LOCATION AND DIRECTION
ESL LEVEL B 1

LEFT RIGHT TURN CAFETERIA FIRST AID

Here is a map of a plant.



Circle the correct answer.

1. The First Aid Room is closer to the cafeteria than to the office. YES/NO

2. The cafeteria is next to Shipping and Receiving. YES/NO

3. The rest rooms are to the right of the office. YES/NO

4. The classroom is next to the First Aid room. YES/NO

Practice the dialog with a friend.

1. Where is the First Aid Room?
   To get to the First Aid Room, you must walk through the work area.
2. How do I get to the cafeteria?
   You may enter through Shipping and Receiving or down the hall past the rest rooms.
3. Is the class room next to the office?
   No, it is next to the cafeteria and Shipping and Receiving.

Look at the map and answer the question.

1. From Shipping and Receiving, how do you get to the office?

LOCATION AND DIRECTION
ESL LEVEL B 2

Draw a map of your plant and label the following areas with the appropriate letter.

A. Cafeteria B. First Aid Office C. Main Office
D. Rest Rooms E. Employee Parking

Do the following with a partner.
Suppose you have been asked to show a new worker the plant. Using the map of your plant, tell the new worker the location of the cafeteria and the main office.

PARTNER CHECKLIST

_____1. used the person's name.

_____2. used directions correctly.

_____3. spoke clearly.

_____4. used at least 1 appropriate gesture.

_____5. looked at the listener.

ESL LEVEL B

Competency Area: Finances

State competencies Addressed

Speaking 3.0 Use basic formal and informal phrases in conversation
Reading 5.0 Extract important information from a bill/receipt, bank statement and pay stub
Writing 6.0 Use correct word order in writing questions

Approximate Number of Hours of Instruction - 4

Specific Instructional Objectives

To identify and explain information on bills and pay stubs
To identify parts of a check
To be able to ask questions about benefits

Materials To Be Used/Methodologies

Chart with check and stub
Work sheets with check and check stubs, personal finance
Bank statements and banking process chart

Grammar Focus simple sentences, past tense

Learning Activities

Using a worksheet, compare a personal pay check to a model check
Speak, read and write vocabulary regarding pay
Write a sample check
Visit a bank

Assessment

Objective: To demonstrate management of pay and payroll information and become familiar with banking processes.
Measure 1 Write a request for change of dependents
Measure 2 Make a chart of steps for money flow from compensation through receipt of cash

FINANCES
ESL LEVEL B 1

GROSS EARNINGS DEDUCTIONS NET EARNINGS FICA INSURANCE MEDICARE FEDERAL INCOME TAX

Fernando Cardozo

	EARNINGS HOURS	RATE	AMOUNT
REGULAR	40	7.00	280.00
OVERTIME	3	10.50	31.50
GROSS EARNINGS			311.50

DEDUCTIONS	AMOUNT
FICA	18.00
INSURANCE	10.00
MEDICARE	4.50
FED. INC. TAX	15.50
TOTAL DEDUCTIONS	38.00

NET EARNINGS
273.50

Circle the correct answer.

1. The net earnings were $273.50. YES NO
2. Fernando worked overtime. YES NO
3. Fernando earned $3.00 for overtime. YES NO
4. Fernando worked 43 hours last week. YES NO
5. The Federal Income Tax was $38.00. YES NO

Read and practice the dialog with a partner.

1. Did you get paid last week?
   Yes, I did. But I didn't understand the deductions. What is FICA?
2. FICA is Social Security for your old age.
   Did it have to come out of my earnings?
3. Yes, everyone has FICA deducted from their earnings.
   Thank you for answering my questions.

Fill in the blanks using the above information.

1. Fernando's gross earnings were $_____ .
2. But his check was only $_____ .
3. The total deductions were $ _____ .
4. Fernando earned $31.50 for _____ .

ESL LEVEL B

Competency Area: Information Gathering

State Competencies Addressed

Listening	4.0	Identify significant elements of rules and regulations and respond
Speaking	4.0	Request, confirm and clarify basic information
Writing	2.0	Record necessary information, directions and appointments from conversations

Approximate Number of Hours of Instruction - 5

Specific Instructional Objectives

To engage in a dialogue to secure job related information
To determine job options
To read and use company procedure rules (e.g., parking regulations)

Materials To Be Used/Methodologies

Plant rules and announcements, Ads of job openings, Vocabulary list related to job titles, equipment, dress, etc., and dictation exercises.

Grammar Focus first person responses to questions

Learning Activities

Outline basic rules for employees - vocabulary on a chart
Interact with plant personnel managers as to promotions
Write personal work/employment goals for 1 year and 3 years
Dialogue/role play on how to get a job

Assessment

Objective: Demonstrate knowledge and ability to use company information to use for personal information
Measure 1 Match 12 job related activities to word list
Measure 2 Write a description of steps required to become employed

ESL LEVEL B

Competency area: Authority Structure

State Competencies Addressed:

Speaking	6.0	State personal skills and interests in an interview situation
Writing	3.0	Address a letter using correct form of address
Personal Development	DD1	Prepare for a job interview
Influence	IO1	Interpret values of the organization

Approximate Number of Hours of Instruction - 6

Specific Instructional Objectives

To address supervisors and managers by appropriate form of name and title
To write a note of concern or appreciation to a supervisor
To orally describe personal strengths and growth area needs

Materials To Be Used/Methodologies

Personal abilities chart
Work papers on written memos and letters
List of hierarchical titles within the company

Grammar Focus future tense

Learning Activities

Group development of chart of personal characteristics and written self appraisal
Writing a memo or letter to the literacy instructor
Role play interviewing for a job

Assessment

Objective: Ability to analyze and speak of personal skills and interests in a job seeking/keeping setting
Measure 1 List six skills seen as important in the company
Measure 2 Write a letter of appreciation to the instructor

ESL LEVEL B

Competency Area: Transportation

State Competencies Addressed

Speaking	5.0	Give a reason or excuse for personal behavior State a personal opinion or idea
Reading	2.0	Locate places and determine routes using maps and schedules
Writing	7.0	Write steps in a chart and process
Inter-Personal	LP1	Give and receive feedback

Approximate Number of Hours of Instruction - 8

Specific Instructional Objectives

To learn to develop options and select appropriate action
To read schedule and make reservation
To explore options to get to and from work

Materials To Be Used/Methodologies

Local bus schedules/plane schedule, Pro/cons chart, Vocabulary chart on expressing opinion and ideas.

Grammar Focus declarative sentences

Learning Activities

Pro/cons chart on transportation options
Vocabulary development on giving opinion
Non-verbal expressions of opinion

Assessment

Objective: Participant will be able to identify transportation options and select the preferred method
Measure 1 Given a list of transportation options, rearrange in priority order and provide reasons for first and last.
Measure 2 From a simple map, determine closest, next to, etc.

TRANSPORTATION
ESL LEVEL B 2

PARK ENTER STOP PARKING LATER

Write the letter of the sign which matches the sentence.

A

B

C

D

1. You will park the car. _____
2. You will not park the car. _____
3. You will stop the car._____
4. You will not enter the area. _____

Practice the dialog with a partner.

1. Tomorrow you will not be able to enter the parking lot.
   Where will I park?
2. You will have to park on the street.
   Okay, tomorrow I will park on the street.
3. Later, you will be able to park ;in the lot.
   Good. I like parking in the lot.

Circle the correct answer.

1. Maria will enter the parking lot. She sees . She will/will not park in the lot.
2. Pablo will drive downtown. At a street corner, he will see . He will/will not drive down that street.
3. Javier will drive down the street and see . He will/will not continue driving down the street.

TRANSPORTATION
ESL LEVEL B 1

DROVE RODE TOOK PARKED FASTEST SLOWEST

Circle the word that best completes the sentence:

1. Yesterday, I **drive/drove** to work.
2. Two days ago Mr. Lopez **parked/park** his truck on the street.
3. They **rode/ride** their bicycles last week.
4. We **take/took** the bus to town yesterday.

Practice the dialog with a partner.

1. How did you get to work yesterday?
   I drove my truck because it was the fastest way to get to work.
2. How did you get to work today?
   I rode my bike which is the slowest way to get to work.
3. When did Pedro ride his bicycle?
   He rode his bicycle 2 days ago.
4. Did you have to take the bus?
   Yes. I took the bus last week.

Complete the sentence with the correct word.

ride/rode 1. Yesterday, I _____ the bus to work.

ride/rode 2. I will _____ my bike tomorrow.

take/took 3. I _____ the carpool on most days.

take/took 4. Two days ago, I _____ the carpool.

drive/drove 5. I like to _____ my truck to work.

drive/drove 6. I _____ the car to the store last week.

ESL LEVEL B

Competency Area: Personal Health

State competencies Addressed

Listening	3.0	Respond to warnings and simple directions
Speaking	1.0	Make a simple statement using appropriate stress
Writing	2.0	Record necessary information and appointments from a phone call

Approxiamate Number of Hours of Instruction - 4

Specific Instructional Objectives

To be able to use a phone to secure necessary information
To know local options for securing medical/dental health
To identify appropriate dietary items when shopping

Material To Be Used/Methodologies

Local resource directory (one per participant)
Company assistance materials on medial/dental insurance
Phone

Grammar Focus complex sentences with questions and answers

Learning Activities

Practice looking up needed services
Develop vocabulary chart on how to request services
Review insurance, insurance claims, etc.
Practice making and canceling appointments

Assessment

Objective: Demonstrate progress toward independent management of health and nutrition needs
Measure 1 From a list of 10 options, mark 6 service providers found in the immediate area
Measure 2 Use appropriate vocabulary to change an appointment (role play)

ESL LEVEL B

Competency Area: Job Search & Promotion Skills

State competencies Addressed

Speaking	6.0	State personal skills and interests in a job seeking situation
Reading	6.0	Read simple announcements and advertisements
Writing	4.0	Fill out forms, questionnaires and surveys

Approximate Number of Hours of Instruction - 6

Specific Instructional Objectives

To be able to summarize personal qualifications and interests
To complete a survey giving opinions
To read job related announcements and prepare a written response

Materials To Be Used/Methodologies

Sample ads and job announcements, Personal assessment sheet, Project ROI survey, and Vocabulary list

Grammar Focus business letter format and style

Learning Activities

Develop vocabulary to express opinion on personal, mental, physical, social and spiritual values (chart, pictographs)
Complete a personal assessment sheet
Read newspaper ads to find interesting jobs

Assessment

Objective: The participant will be increasingly able to seek appropriate employment and/or promotion
Measure 1 Given an announcement of a job opening (or job bid), prepare a brief written application
Measure 2 Complete the annual ROI survey

ESL LEVEL B

Competency Area: Company Culture

State Competencies Addressed

Speaking	4.0	Request, confirm and clarify basic information State a personal opinion
Writing	1.0	Use correct punctuation with simple sentences
Influence	IC1	Recognize requirements for personal advancement

Approximate Number of Hours of Instruction - 2

Specific Instructional Objectives

To demonstrate knowledge of the company and its product
To express an opinion about the work schedule
To identify on interesting job within the company

Materials to Be Used/Methodologies

Company brochures, Samples of product labels and product.
Using a map describe marketing areas, and define the range of jobs available

Grammar Focus formats for lists, outlines

Learning Activities

Read and discuss the company and its product
Use company staff to describe operation
Develop a chart of jobs in group or sum
Define seasonal employment, part-time/full-time, managerial
Written assignment or personal opinion of the current job

Assessment

Objective:	EnhanceD knowledge of the company and its operation and enhanced attitude of being a part of the larger organizations
Measure 1	Match job title to a specific plant operation
Measure 2	Describe the skills and knowledge that the participant would need for a promotion.

COMPANY CULTURE
ESL LEVEL B 1

BEGIN TOMORROW EARLY WEEK CHANGE LATER

Fill in the blank with the time on the clock.

EXAMPLE: Next week your shift will begin at 9:00.

1. Tomorrow Maria will leave school early at _____.

2. We will eat dinner at _____.

3. Our lunch break will be at _____.

4, Will you take an early break at _____?

Practice the dialog with a partner.

1. May I help you?
   Yes, I would like to request a change of shift time.

2. What is the reason for the change?
   My child's school will be starting two hours later, and I need to be home with her.

3. How long will you need to be on the later shift?
   It will be for 2 weeks.

Draw the hands on the clock which show the time in the sentence.

1. I will eat dinner at 3:00.

2. Tomorrow I will be at work at 7:30.

ESL LEVEL B

Competency Area: Worker Interactions

TEAM WORK & EVALUATION
Work Sheet #1

SKILLS COMFORTABLE CO-WORKERS TEAM EVALUATION

Answer the following

I feel comfortable in this class. yes no sometimes

I feel comfortable on the job. yes no sometimes

The work in this class is too easy. yes no sometimes

The job I have been given is too easy. yes no sometimes

My best skills are _____

I like my co-workers. yes no sometimes

We work as a team. yes no sometimes

If I could change one thing in class, it would be:

_____

_____

ESL LEVEL B

Competency Area: Worker Interactions

TEAM WORK
Work Sheet #2

INTERESTS SKILLS TALENT NUMBERS LEADERSHIP

Do you like to use:	Doing:
Your hands	_____
Your body	_____
Words	_____
Numbers	_____
Head	_____
Talent	_____
Help for others	_____
Leadership	_____

Share your ideas with others in the class. Ask other questions to better understand who they are.

ESL LEVEL B

Competency Area: Worker Interaction

TEAM WORK
Work Sheet #3

COOPERATE SHARE TEAMING LEADER INVOLVE

What is a team? _____

_____

Given a box (or bag) with 6 objects, work in teams of three to build a toy for children.

To the team:

You are to divide into teams of 3 and in 20 minutes build a game for children to play. Later you will show it to the class.

To the instructor:

Debrief with the following questions:

Did you enjoy making the game?

Who was the team leader?

Did everyone get involved?

What words did you need to show it to the class? (list on board)

Re-define "team"

ESL LEVEL B

Competency Area: Worker Interaction

PROBLEM SOLVING
Work Sheet #4

ALERT QUESTIONS ACTION THINK PROBLEM SOLUTION

When you see a sign STOP

1. You are alert
2. You think about it
3. You ask questions
4. Take action

Problems: A sign is posted in the cafeteria:

These tables must be kept clean. Leaving your table dirty is grounds for firing.

However, there are not enough seats for everyone on your shift. What do you do?

What is the problem?

Again, what is the problem?
Again, what is the problem?

What do you need to know?

Possible solutions

_____

_____

_____

What do you do?

ESL LEVEL B

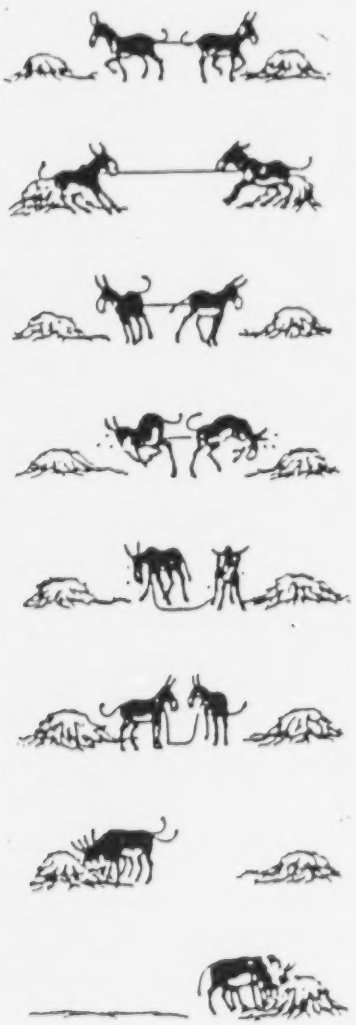
Competency Area: Worker Interaction

PROBLEM SOLVING
Work Sheet #5

DONKEYS PROBLEM SOLVING COOPERATE TALK

Questions: What is the problem?
Again, what is the problem?
Again, what is the problem?

How do the donkeys solve their problem?



ESL LEVEL B

Competency Area: Worker Interaction

PROBLEM SOLVING
Work Sheet #6

SIGNED UP **NOTICE** **REQUIRE** **KNOW** **AGREE**

Eight people have signed up for this class. There is a notice in the cafeteria with class times. Eight people are required to begin the class.

At the first meeting, four people came. Alicia is sick and not at work. Pepe has quit. No one knows the other two names.

What is the problem?

Again, what is the problem?

Again, what is the problem?

What do you need to know?

What are possible solutions?

_____

_____

_____

What does the group agree is the best action?

ESL LEVEL B

Competency Area: Worker Interaction

CONFLICT RESOLUTION
Work Sheet #7

THINKING SORT ORGANIZE ALIKE DIFFERENT ITEMS

Have a box (or boxes) with the following:

- 4 beans - 4 different colors
- 4 crayons - 4 colors to match the beans
- 4 plastic toys - 4 colors to match beans and crayons

Task 1: Say: In this box are 12 items. Sort them so they are in groups.

Note: Any grouping is acceptable (size, color, kind, etc.).

How are the groups alike or different?

Task 2: Have teams of 3 go through the sorting:

What other ways could you have sorted?

Who was the leader?

Is there a right or wrong way?

ESL LEVEL B

Competency Area: Worker Interaction

CONFLICT RESOLUTION
WorkSheet # 8

CHILD **TROUBLE** **FEELING** **CAUSE**

Using a large picture of a distressed child, develop a group story about the situation and possible solutions.

Use the picture to develop vocabulary and list on board.

Write the story as a group

What might have caused the problem?

Develop a group list of steps showing how the problem evolved and how the group solution helped.

ESL LEVEL B

Competency Area: Worker Interaction

CONFLICT RESOLUTION
Work Sheet #9

FACT **DENY** **FAULT** **GUESS**

Read the following aloud, pause to clarify and develop vocabulary as needed.

When you get into your car to go to work, you see a big scratch on the fender. Your friend Nacho used the car to go shopping last night.

At lunch time you talk to Nacho about the fender. He denies that it was his fault. As you get up from the dinner table, Nacho leaves papers and food and walks away. You have to clean up his mess. You say, "..."

Questions: What is the problem?
How do you feel?
How does Nacho feel?
Who is right?
What facts do you know about the car?
What guesses are you making?

VIII WRITING ASSESSMENT

Writing is an essential element of the Work Place Literacy Program.

It is recommended that every lesson include some writing; whether through dictation exercises, daily logs or as part of a work sheet assignment. The development of writing skills may vary widely within a given class in that participants are not equally fluent nor literate in their own written language Therefore. the following writing assessment has been made part of the program. The intent is to systematically measure growth and identify needs in relation to the skill of producing written work.

It is recommended that samples of written work be collected systematically in a "Writing Folder". The folder provides a basis for the participant to review and analyze personal growth.

A "Portfolio" is another approach which can be used. The participant and the instructor develop a set of standards. Then samples of work which meet those standards are included in the portfolio. If developed in a positive and constructive manner, the portfolio can be placed in an attractive cover and used as part of the resume/job application process. The major difference between the Writing Folder and the Portfolio is the intent of the collection and the time spent in assessment and evaluation.regarding the work.

Writing Assessment

Each literacy class shall have a writing assignment with the first two weeks which utilizes one of the following prompts. Another assignment is to be given during the final two weeks of class for each level. The written products will be scored and placed in the writing folder for later use by the participant, instructor and evaluator.

Prompt 1 (Descriptive)

Most people can remember the village or city where they were born or raised. Describe your favorite village or city.

Prompt 2 (Explanatory)

Learning to read or write is important because it can result in a better job. Explain why you are taking classes.

Prompt 3 (Narrative)

Most people have wanted something very badly. They don't always get what they want. Tell about a dream of yours and tell what happened.

Prompt 4 (Persuasive)

Many young people are becoming involved with gangs. They semm to be unhappy with school and home. What would you say to a young person to convince them to change their ways?

The 5 Point Analysis Scale For Writing Assessment*

*Interwest Research
Beaverton, Oregon Schools

Scoring is usually done by teams of three readers reading each paper independently. The scoring is adjusted towards a common, agreed upon score through interaction of the reading team.. A score sheet using a five point scale is provided the readers. The resulting data is provided back to the student to identify best characteristics of writing as well as pointing out areas of need for improvement. An instructor reviewing the scores of an entire class can determine those areas which most need attention. The critical aspect of the writing assessment is that the results should affect the classroom instruction and over time reflect improved written products.

Sample Score Sheet

	1	2	3	4	5
Ideas & Content - Purpose - Clarity - Conveys ideas - Uses examples					
Organization - Assists understanding - Has a central theme or idea - Has pattern					
Voice - Reflects writer feelings - Engages the reader - Gets to the point					
Word Choice - Selects words which are natural and interesting - Full and rich word usage - Limited repetition					
Sentence Structure - Easily read - Has rhythm - Strong sentence structure					
Writing Conventions - Uses standard grammar, punctuation, spelling, etc. - Few glaring errors					